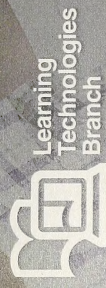
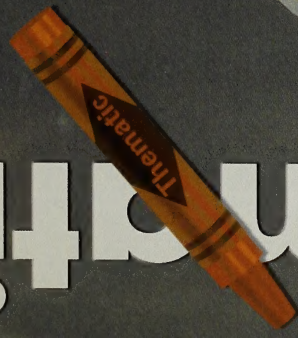




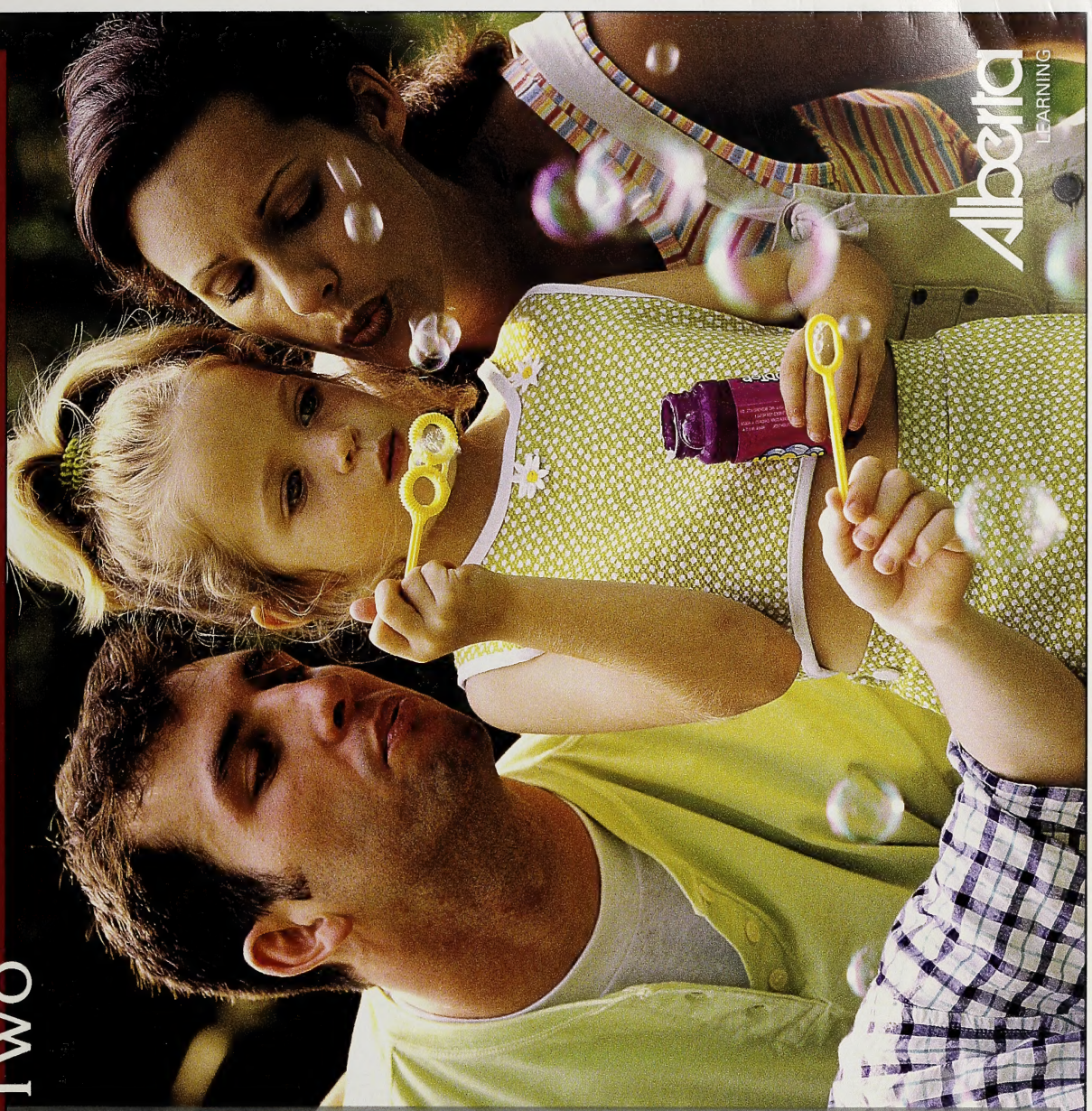
# Thematic Grade Two

## Module 7A: Participate and Be Active




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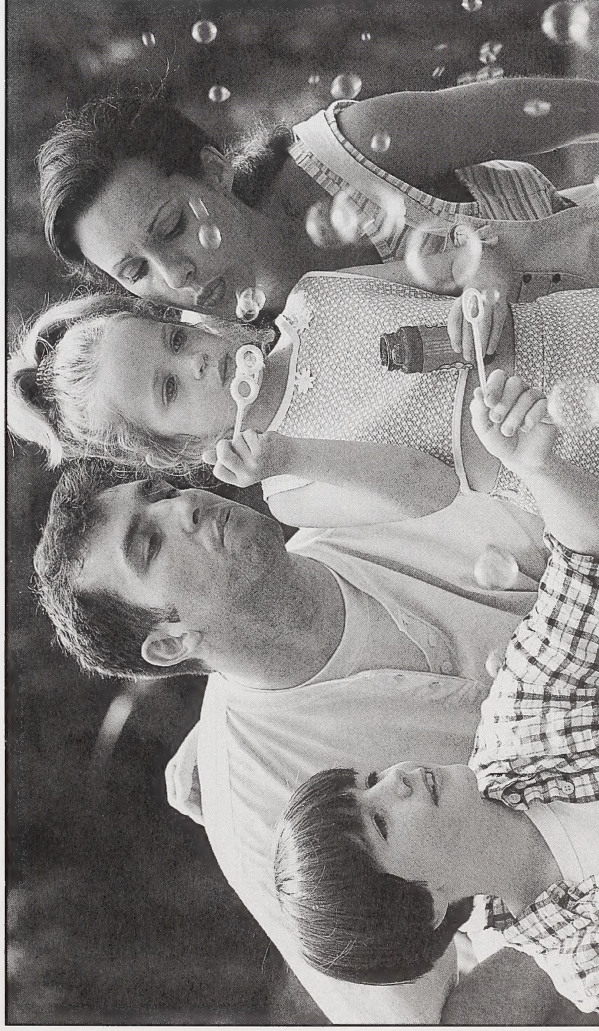
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## **Grade Two Thematic Module 7A: Day 1 to Day 9**




# **Participate and Be Active**





Grade Two Thematic  
Module 7A: Participate and Be Active  
Day 1 to Day 9  
Student Module Booklet  
Learning Technologies Branch  
ISBN 0-7741-2170-X

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.**

This document is intended for	
Students	
Teachers	
Administrators	
Home Instructors	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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# Welcome to Grade Two Thematic

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!

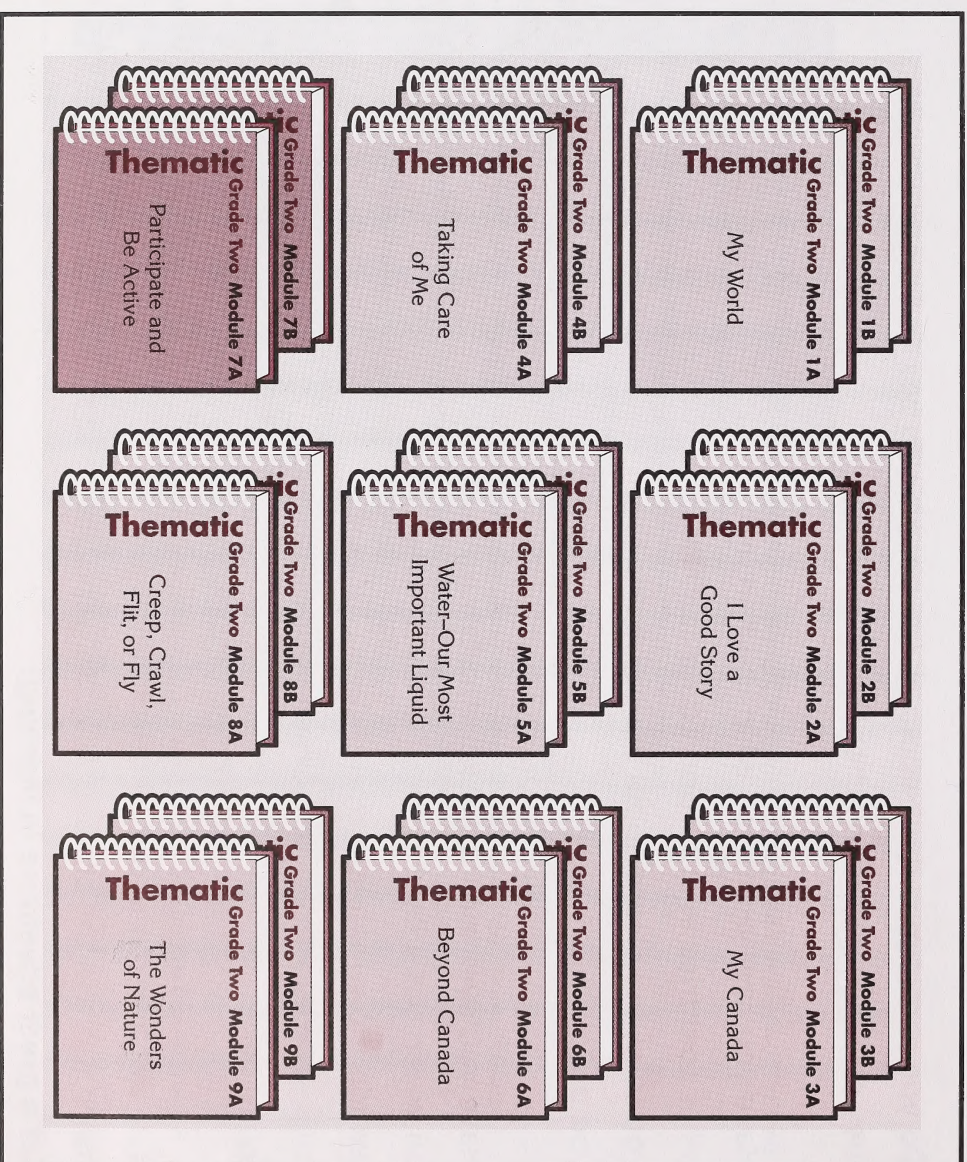


Read all the text to the student as he or she follows along.



Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it might be about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.





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# Participate and Be Active

In this module you will be reading about people who participate in all kinds of activities and events with their families and friends. You will be participating in activities as well. And you'll be active too. You will be dancing and playing and learning new songs and games.

You learned a lot about water in Module 5. In this module you will have fun playing with objects that sink and float. And you get to build a boat!

So get ready to participate and be active!



Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.



# Day 1: Join in the Dance

Being active is fun. Today you will do a “machine dance.”

Have you ever been surprised? You’re going to read about a girl who has a birthday surprise.





## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 1.

## Music and Movement

Have you been remembering to stretch each day? Circle **Yes** or **No**.

Do some stretches now. Remember to stretch every once in a while to refresh yourself.

Do you like being active and taking part in activities? Circle **Yes** or **No**.

Do you enjoy imitating movements?

Circle **Yes** or **No**.



Refer to the Home Instructor's Guide for more information about Calendar Time.

See the Home Instructor's Guide for stretching activities.



Play "Dancin' Machine" from *Music and Movement in the Classroom* CD #2. Follow the instructions on the CD and demonstrate how to move like each of the machines.

Have the student answer orally. Remind the student that *tempo* means how fast the music is and *dynamics* means how soft or loud the music is. The instrumental sections are louder than the singing parts. The tempo is fast in the beginning but slower for the machine actions.

Do you like to dance?

Circle  **Yes** or  **No**.

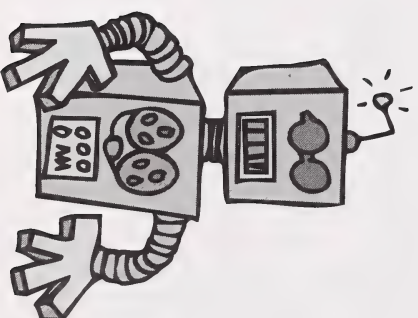
If you said yes to all these questions, then you're in luck! You get to do all these things right now!

It's time to move and have some fun.



Follow along as your home instructor shows you how to move to the beat of the song "Dancin' Machine."

What is the **tempo** of this song? What are the **dynamics**?



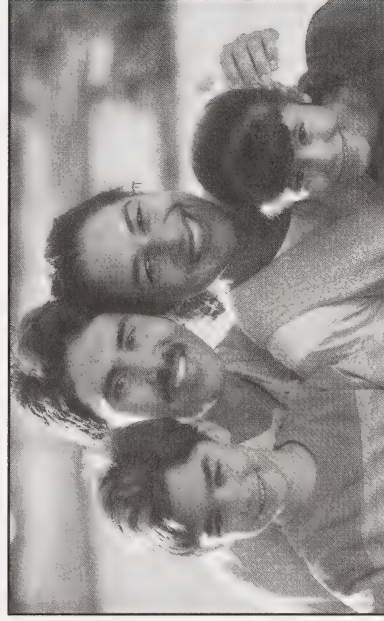


Think of some other machines to imitate for the last part of the music. Now play “Dancin’ Machine” again. This time you lead. Have fun dancing!

## Birthday Customs

When something is done the same way every time, it is called a **custom**. The things that are done every year for birthdays and other special times are customs.

Does your family do special things for your birthday or for other special events every year? What special things are done for each family member every year?



Play the song again. This time have the student lead the actions.

Help the student create movements to act out other machines. Remind the student to perform the new movements to a steady beat.

Discuss what a custom is. Have the student give examples of birthday events and other celebrations that are repeated every year for members of the family. Print them on the board under the title “Our Birthday Customs.” Following are some examples:

- Sam goes bowling with friends.
- Dad takes Mom out to a restaurant.
- Grandma sends cards to everyone.
- Mom measures how much the kids have grown.

You may wish to discuss family customs other than birthdays.



Have the student look through the book to get an idea of the selections and topics in it. Discuss what the birthday surprise might be.

Have the student print the name of the author and illustrator on the lines.

The author is *Liz Stenson*.

The illustrator is *Leanne Franson*.

Have the student read the pages indicated and then answer the questions orally.



## Reading



Take out the book *Let the Feast Begin*.

Turn to the Contents page. Read the title of the first selection aloud. What do you think the story might be about?



Who is the author of "The Birthday Surprise"?

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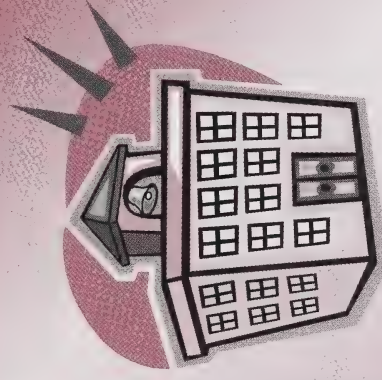
Who is the illustrator?

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Read page 3 to find out the names of the two main characters and what they are going to do.

Look at the illustration on page 3. Which two children are Megan and Lucy? How do you know that?





Read pages 4 and 5 to find out why Megan's dad is at the school instead of her mother. Find out how this changes Megan's plans. Predict how you think Megan's birthday will turn out.

What customs are part of Megan's birthday? What will be different this year? Why?

Read pages 6 to 9 to find out what Megan's birthday was like.

Why did Megan's dad tell her to go to Lucy's to invite her for pizza? What special activities did the children do at the party?

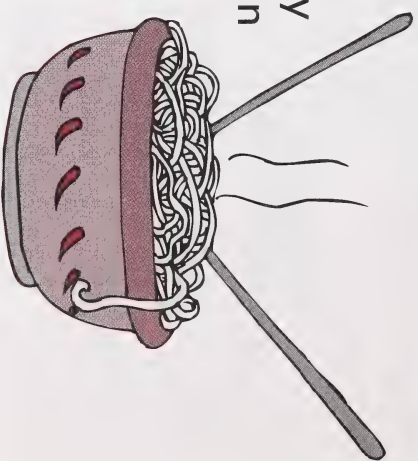
Read page 10 to find out Megan's favourite activity at the party.

Why did Megan's mother agree that Megan would have a very long and lucky life?



## Talk About the Story

Were your predictions about the surprise similar to or different from the story? Which of Megan's birthday customs did Lucy's mother include in the party? What new customs were added? Why do you think Lucy and her mother included the new ones?



Read the story silently.

## Journal Time



Take out your journal. Turn to the Reading Response section.

How would you feel if your birthday party or some other special celebration were cancelled?

What would you like best if you had been at Megan's party?

Discuss the questions listed. The student can use these ideas or write his or her own thoughts about the selection.



Have you ever felt disappointed? What happened?

Write a few sentences about your thoughts and feelings about "The Birthday Surprise" in your journal.

Remember to print today's date at the top of the page.

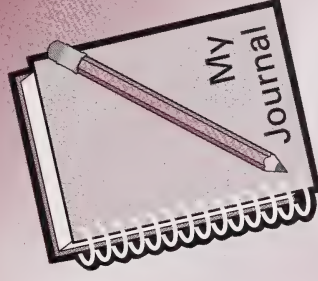
## New Words

These words are from the selection "The Birthday Surprise." Read them to your home instructor.

she'll

pulled

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart.



Listen to each word as the student says it aloud. Correct the student if needed.



Check that the words are listed alphabetically.

The answers are *she* and *will*.

The answer is *pull*.

If there are any other words from the selection "The Birthday Surprise" that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.



Print the answers to the following on the lines.

Print the new words in alphabetical order.

\_\_\_\_\_

What two words make up the contraction **she'll**?

\_\_\_\_\_

The base word of **pulled** is \_\_\_\_\_.



Take out two white index cards.

Print the two new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the two new words in your dictionary.





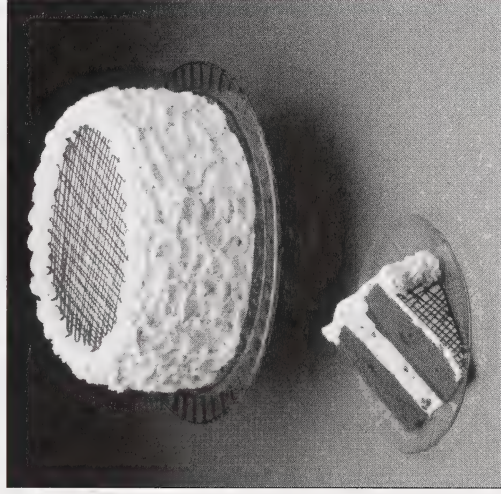
Complete Day 1: Assignment 1 in your Assignment Booklet.

## A Special Food



Take out unlined paper.

Draw and write about a special birthday cake or other special food you have had to celebrate a special event in your family. Below your drawing, write a few sentences that tell about this food and why it's special.



Have the student draw and describe a special cake or any other special food enjoyed for a family celebration.



You will send your illustration to your teacher on Day 9.



## Break for lunch.



### Silent Reading

Enjoy your reading time.

### Fun with Phonics

The following words are from the selection “The Birthday Surprise.” Read them aloud.

every    party    teddy    Lucy    spy

Today you are going to write other words that have the vowel sound of **y**.



Both you and the student read silently for ten minutes. Refer to the Home Instructor's Guide for more information about this activity.

Review how *y* can sometimes stand for the vowel sound of *long e*, as in *funny*, or *long i*, as in *cry*.



Your home instructor will dictate some sentences. Print the sentences on the following lines. Circle in red the **y** words that stand for the vowel sound of **long e**. Circle in green the **y** words that stand for the vowel sound of **long i**.

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2.

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3.

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4.

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Have the student write the sentences you dictate containing words with the vowel sound **y**. Turn to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student. The **y** words that stand for the vowel sound of **long e** are *Molly, puppy, Freddy, happy, baby, bunny, and very*. The words with the **long i** sound are *why, fly, my, cry, and shy*.





## Showing Appreciation



Take out the book *Let the Feast Begin*.

Recall how Lucy and her mother organized a birthday party for Megan. Look up the word *appreciate* in the dictionary. Explain that it means to be grateful or thankful. Have the student answer orally.

Megan showed her appreciation by saying thank you to Mrs. Quan and by hugging Lucy.

Think back to the story "The Birthday Surprise." What did Lucy and her mother do for Megan? Do you think Megan **appreciated** what they did for her?

Circle **Yes** or **No**.

Look at the picture on page 10 in *Let the Feast Begin*. How did Megan show her appreciation?





Read this poem aloud.

There are two little words that are easy to say.  
You should learn how to use them every day.

When someone has been nice and done you a favour—  
A brother or sister, a friend or a neighbour—

These two little words are one way to show  
You appreciate people and want them to know.

Do you know what the two little words are?

Circle **yes** or **no**.

Print them on the line. \_\_\_\_\_

Saying thank you is one very important way of showing appreciation. Hugging someone is another. There are other ways to show appreciation. Read the following story aloud. As you read, look for the different ways the people are showing appreciation.

**Module 7A: Participate and Be Active**



With the student, discuss other ways of showing appreciation, such as phoning to say thank you, sending a card, or even sending an e-mail.





## Making Origami Cranes



One day Kira's mother brought home a friend from work. Her friend was from Japan and her name was Mrs. Nagano. She wore a beautiful blue dress with a crane painted on it.

Kira's mother said, "I have a surprise for you. Mrs. Nagano has come to show you how to fold paper in special ways to make animals. It's called **origami**. I'm so glad that she could come to show you. Not many people know how to do origami."

"I'm so glad you asked me to come," Mrs. Nagano told her.

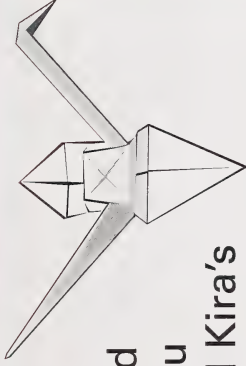
Mrs. Nagano took out some paper and showed Kira how to make a crane, just like the one on her dress. Then she helped Kira make one.

"What a beautiful crane," Mrs. Nagano said. Kira was so pleased, and she smiled at Mrs. Nagano.

After Mrs. Nagano left, Kira made a thank-you card to give to her. She drew a crane on the card and signed her name in big letters.



List the ways the people in the story showed appreciation. How do you think Mrs. Nagano felt when Kira's mother said she appreciated her coming? How do you think Mrs. Nagano felt when she opened Kira's thank-you card?



Think of a time when someone did something nice for you. What did you do to show your appreciation? How did it feel?

Have you ever done anything nice for someone?

Circle **Yes** or **No**. What was it? How did you feel when that person showed you appreciation?



Why do you think it's important to show someone that you appreciate what he or she has done for you?

Have the student answer orally. Saying thank you, smiling, and writing a thank-you card are ways of showing appreciation. Discuss how Mrs. Nagano probably felt.

Have the student answer orally. Talk about how showing appreciation makes the person giving a favour and the person receiving a favour both feel good.




Discuss how Sami can help his friends:

- Sami can help Amanda clean up the mess.
- Sami can give Marty a pencil.
- Sami can visit Kristen or send her a card.
- Sami can wish Umberto a happy birthday, give him a card, or maybe give him a gift.

Sami's friends can show appreciation by smiling and saying thank you, giving him a hug, or doing something for him in return.



Read the situations below. What can Sami do for his friends?

1. Amanda spilled milk all over the floor. Sami felt bad for her.
  2. Marty broke his pencil. Sami had extra pencils.
- 
3. Kristen was in the hospital for an operation. Sami wanted to do something special for her.
  4. It was Umberto's birthday. Sami wondered what to do for him.

Think of ways Sami's friends can show their appreciation.



Take out unlined paper.



You're invited to your friend's home for dinner. Think of several ways to show your appreciation. Write them on the paper. Draw yourself showing your appreciation.



You will send your work to your teacher on Day 9.

## Looking Back

What part of the day did you like best? Why?

What did you learn that was interesting?

What are you looking forward to learning about?

What would you like to tell your teacher about today's lesson?

## Story Time

Find a favourite spot, relax, and enjoy the story!

Discuss how the student can show appreciation (by bringing a small gift, saying "Thank you for inviting me," shaking hands, hugging, or extending an invitation for dinner at his or her home).

Turn to Assignment Booklet 7A and complete Day 1: Learning Log. Have the student include his or her comments.

Refer to the Home Instructor's Guide for more information about this activity.



## Sharing Time

It's time to share some of the things you did today with your family or friends. For example, you could do one of the following:

- Play the song "Dancin' Machine" and move like the machine.
- Read pages 3, 4, 5, and 6 of "The Birthday Surprise."
- Show your illustration of a birthday cake or other special food. Read what you wrote about it.
- Tell why showing appreciation is important. Show your picture.



## Day 2: Join in the Fun

Today you are going to have fun experimenting with objects that float.

You will also get to work a crossword puzzle using words that describe how some people celebrate birthdays.





## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 2.

## Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Have you ever made a special birthday wish? What was it? Do you plan to make one this year? What will it be? Describe a special birthday wish in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.



## How Does It Feel?

Read each of the following situations aloud. How would you feel in each one?

1. You're asked to join a group that's playing a game.
2. You can't find your favourite toy.
3. Your best friend forgot it was your birthday.
4. You're going on a trip tomorrow.



Take out the book *Let the Feast Begin*.

Turn to the selection "The Birthday Surprise" and read page 3 aloud. Read the first sentence in the "What Happened?" column in the chart on the following page. How do you think Lucy and Megan felt? Print the "feeling" words in the fourth column.

Discuss how the student would feel in each situation. Record all the "feeling" words on chart paper for future reference. Title the list "Words for Feelings." Include words such as *happy*, *excited*, *angry*, *upset*, *concerned*, *sad*, *disappointed*, *worried*, and *anxious*.

Discuss the situation on page 3 and how Lucy and Megan would be feeling. Encourage the student to think of a variety of words to describe feelings. Record new "feeling" words on the chart on the following page. Continue inferring the characters' feelings by having the student read the pages indicated aloud, reading the sentence in the second column, and finally printing the feelings in the last column.



Make sure the student understands what is meant by *loot bags*. This is a custom that involves giving each party guest a bag containing small toys, trinkets, or treats to take home.

Read pages 4, 5, and 6. Print how you think Megan felt in the “Feelings” column.

Page	What Happened?	Characters	Feelings
3	Lucy and Megan were going shopping for loot bag gifts with Megan’s mother.	Lucy and Megan	
4	Megan found out her birthday party would have to be postponed.	Megan	
5	For the next three days, Megan tried to be cheerful.	Megan	
6	“Surprise! Surprise! Happy birthday, Megan!” Megan couldn’t believe her eyes.	Megan	

Complete Day 2: Assignment 2 in your Assignment Booklet.

## Birthday Customs

People have their own special customs. Sometimes people share the same customs. Birthday customs are like that. Read the following words aloud. They are about customs enjoyed at many birthday parties.



birthday  
icing  
candles  
cake  
party

invitation  
friends  
games  
fun  
wish

Use the clues to help you fill in the crossword puzzle with the words.



**Across**

1. It's sweet and covers a cake.
6. This is something you eat at a birthday party.
8. You celebrate this special event when you turn a year older.
9. You have lots of this at a party. It rhymes with **bun**.
10. You make this when you blow out the candles on a cake.

**Down**

2. You send this asking someone to come to your party.
3. You play these at a party.
4. These are some of the people you might invite.
5. This is what you invite your guests to.
7. These are something you light on a birthday cake.

birthday	invitation	party
icing	friends	wish
candles	games	
cake	fun	



The grid is a 10x10 checkerboard pattern. The top row contains numbers 1 through 10, each in a white square. The paths are defined by the sequence of white squares they traverse:

- Path 1: (1,1), (2,2), (3,3), (4,4), (5,5), (6,6), (7,7), (8,8), (9,9), (10,10)
- Path 2: (1,2), (2,3), (3,4), (4,5), (5,6), (6,7), (7,8), (8,9), (9,10)
- Path 3: (1,3), (2,4), (3,5), (4,6), (5,7), (6,8), (7,9), (8,10)
- Path 4: (1,4), (2,5), (3,6), (4,7), (5,8), (6,9), (7,10)
- Path 5: (1,5), (2,6), (3,7), (4,8), (5,9), (6,10)
- Path 6: (1,6), (2,7), (3,8), (4,9), (5,10)
- Path 7: (1,7), (2,8), (3,9), (4,10)
- Path 8: (1,8), (2,9), (3,10)
- Path 9: (1,9), (2,10)
- Path 10: (1,10)



Refer to the Home Instructor's Guide for information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

Review what a consonant digraph is—two consonants that together stand for one sound, as in *share*, *the*, *what*, *chair*, and *stuck*.

## Words I Use Often

Look at the two words on the coloured index cards. Say them aloud. Tape them on the Word Wall.



### Enrichment (optional)

If you have time, you may want to do an extra activity.

**Break for lunch.**



## Silent Reading

Enjoy your reading time.

## Fun with Phonics

The following words are from the selection “The Birthday Surprise.” Read them aloud.

cheerful    thank    she    when    o'clock

You're going to write other words that have digraphs **th**, **sh**, **wh**, **ch**, and **ck** in them. Your home instructor will dictate some sentences. Print the sentences on the lines that follow.

- Circle words with the consonant digraph **sh** in blue.
- Circle words with the consonant digraph **th** in purple.
- Circle words with the consonant digraph **wh** in yellow.
- Circle words with the consonant digraph **ch** in green.
- Circle words with the consonant digraph **ck** in black.





Have the student write the sentences you dictate containing words with consonant digraphs *sh*, *th*, *wh*, *ch*, and *ck*.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student. Check that the words are circled correctly. Words circled in blue are *ship* and *dish*. Words circled in purple are *the*, *the*, *the*, and *teeth*. Words circled in yellow are *where* and *white*. Words circled in green are *Chip* and *peach*. Words circled in black are *pack* and *crackers*.

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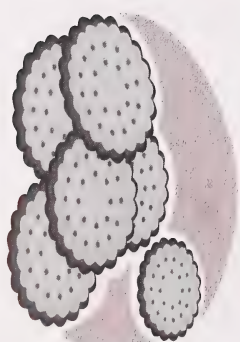
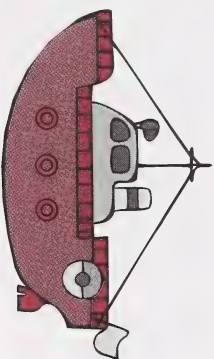
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## Float or Sink?

You read about Megan and her friends and the fun they had in the story "The Birthday Surprise." Now it's your turn to have some fun.

Do you enjoy playing in water?

Circle **Yes** or **No**.

Can you swim?

Circle **Yes** or **No**.

Have you ever floated on top of water? Circle **Yes** or **No**.





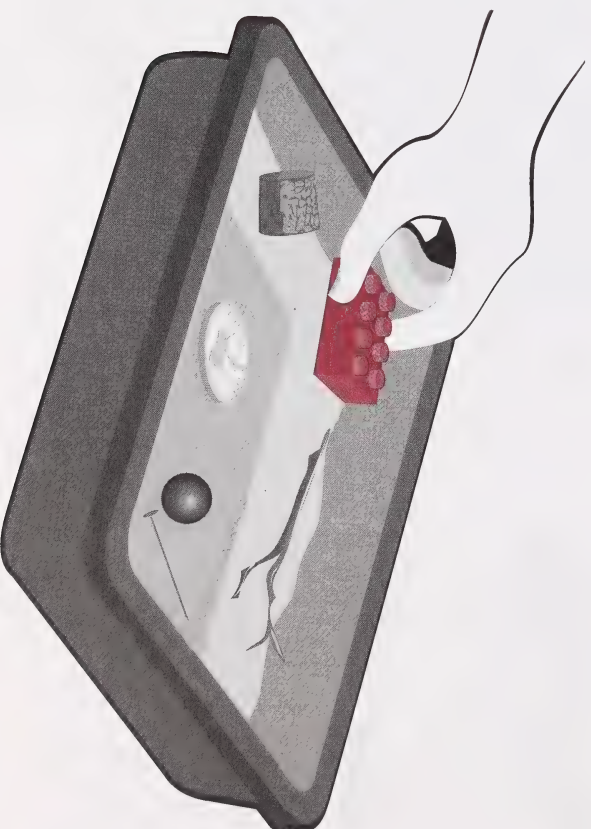
Supply the student with 15 different objects. Some should be floaters and some should be sinkers. Refer to the Home Instructor's Guide for further instructions and a suggested list of objects.

Draw a line on a large sheet of poster or construction paper to divide it in half. On one half, print "Objects That Float," and on the other half, print "Objects That Sink." Have the student sort the objects on the paper.

Help the student print the names of the objects in the first column in the chart. Then have the student check the appropriate column for his or her predictions and observations.

Look at the objects laid out in front of you. Which do you think will float? Which will sink? Sort the objects on the sheet of paper your home instructor gives you. On the chart that follows, print the name of the objects in the first column. Then predict whether each object will float or sink. Put a check mark (✓) in the appropriate column.

Then test each object by placing it in the water. Watch what happens. Record in the chart whether it floats or sinks.







Discuss the predictions and any surprises. Have the student answer the questions orally. Talk about the positions of the objects in the water. Ask if any float first and then sink. Lead the student to understand that the size and weight of an object does not determine whether it can float or not. (An apple is a good example of a large, heavy object that floats. A paper clip is a small, light object that sinks.)

Have the student explore with the objects in water and share his or her discoveries with you.

Were you surprised by any of the results? What did you observe? How would you describe the way the objects float? Do some float on top of the water? Which floating objects have the bigger part above the surface of the water? Which ones have the bigger part below the surface of the water?

Were you surprised that some of the heavier and bigger objects could float? Think of a ship in the ocean. A ship is a very large object yet it floats!



What do you think would happen if you held an object under water and then let it go? Try it with some of the objects you just used.

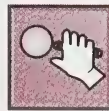


Complete Day 2: Assignment 3 in your Assignment Booklet.

Refer to the Home Instructor's Guide for information about this assignment.

## Did You Know?

An iceberg floats, but most of it is under water.



## Enrichment (optional)

If you have time, you may want to do an extra activity.

Refer to the Home Instructor's Guide for more information about this activity.



## Looking Back

Did you have fun today?

What was your favourite part of the day?

What could you have done better?

Did you like taking part in the floating and sinking experiment? Why or why not?

What did you learn about objects that float? What did you learn about objects that sink?

Turn to Assignment Booklet 7A and complete Day 2: Learning Log. Have the student include his or her comments.



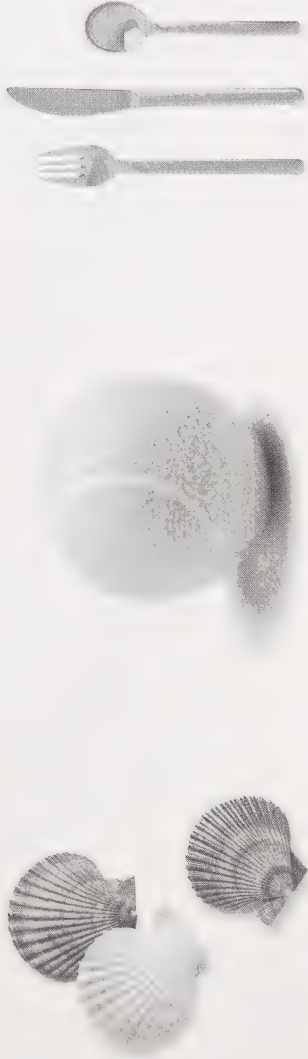
## Story Time

Relax and enjoy the story!

## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read the rest of the story "The Birthday Surprise."
- Show the crossword puzzle you filled out.
- Ask family members to tell you which materials they think will sink or float. Do the experiment with them.





## Day 3: A Scarf Dance

Today you are going to participate and be active by doing a scarf dance. Do you know how to do a scarf dance?

You will also be experimenting with floating objects. You might even choose to make a hat!



## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 3.

## Music and Movement

You read “The Birthday Surprise” on Days 1 and 2. One popular birthday custom is to sing “Happy Birthday.” Do you know the song? Circle **Yes** or **No**. If you know it, sing it with your home instructor now.

Some customs include making a wish when you celebrate. An example is making a wish while blowing out the candles on your birthday cake. Have you ever made a wish? Circle **Yes** or **No**. What did you wish for? Did you get your wish?

Discuss the two birthday customs and any customs your family may follow when celebrating.





Locate the song “Wishes” on *Ideas That Sing! Volume 1* CD. Play the song and listen to the lyrics with the student. Discuss the student’s impression of the song.

Have the student answer orally. Remind the student that *tempo* means how fast the music is and *dynamics* means how soft or loud the music is. Discuss the words of the song.

Provide the student with a scarf. Refer to the Home Instructor’s Guide for added information and suggested movements.

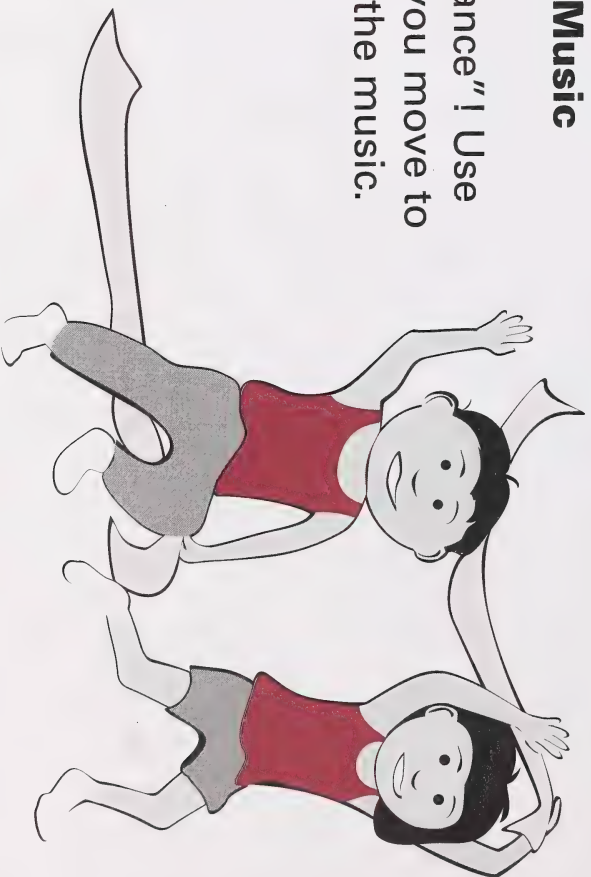


Listen to the song “Wishes.” Pay close attention to the words.

What is the **tempo** of this song? What are the **dynamics**? What is the song about? If you could make a wish for a safe and peaceful Earth, what would Earth look like?

### Move to the Music

Do a “Scarf Dance”! Use your scarf as you move to the rhythm of the music.



## An Invitation



Take out the book *Let the Feast Begin*.

Read the story “The Birthday Surprise” silently.

Parties to celebrate special occasions are a custom in many countries. Have you ever had a party?

Circle **Yes** or **No**. Have you ever been to a party?

Circle **Yes** or **No**. If you have, you know how much fun they can be. It’s always exciting to get an invitation to a party!

In the story “The Birthday Surprise,” Lucy helps Megan write invitations to her party every year. You’re going to plan and write the invitation that Lucy might have written for Megan’s surprise birthday party.



Brainstorm information that needs to be included in an invitation to a party. List the ideas on the board. Then plan Lucy's invitation. Print the draft for it and the final invitation on the board. Refer to the Home Instructor's Guide for samples.

Explain to the student that since other people are going to read the invitation, legible handwriting is important. Remind the student to print letters that are of equal size and correctly formed, and to put spaces between the words. Refer to the Home Instructor's Guide for further information.

Refer to the Home Instructor's Guide for more information about this activity.



What kinds of things need to go on an invitation to a party? Now imagine you're Lucy. Plan the kind of information she needs to put on the invitation.



**Take out unlined paper.**

Now plan an invitation to a party. Imagine you or your friend is having a party and you're helping to write the invitations. Make sure to first plan the information that goes on it. Illustrate your final copy. If you have a computer, you may design your invitation using the computer.

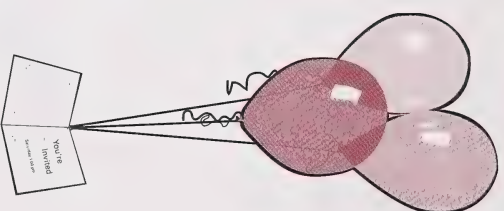


**You will send your invitation to your teacher on Day 9.**



**Enrichment (optional)**

If you have time, you may want to do an extra activity.



## Break for lunch.



### Silent Reading

Enjoy your reading time.

### Spelling

It's time for a spelling test.



Complete Day 3: Spelling Pre-Test in your Assignment Booklet.

### Fun with Phonics

These words are from the selection "The Birthday Surprise." Read them aloud.

know    knock    knocked

How does each word begin?

**Module 7A: Participate and Be Active**

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

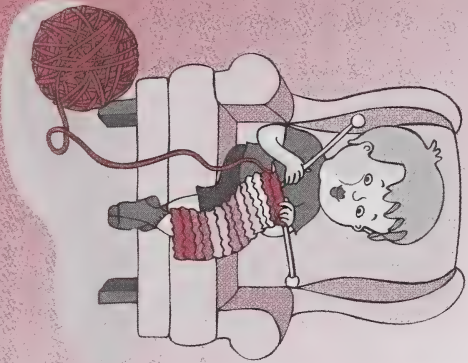
Review what a consonant digraph is: two consonants that together stand for one sound, as in *know* and *knee*.



Have the student write the sentences you dictate containing words with the consonant digraph *kn*.

Refer to the Home Instructor's Guide for dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student. The words with the consonant digraph *kn* are *knew*, *knit*, *knife*, *knock*, *knob*, and *knee*.



You're going to write other words that have the consonant digraph **kn** in them. Your home instructor will dictate some sentences. Print the sentences you hear on the following lines. Circle in brown the words with the consonant digraph **kn**.

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## Make It Sink!

On Day 2 you tested objects to see if they would float or sink in water. Today you will make objects that float and then sink, and objects that sink and then float!

Put a piece of aluminum foil on the water. Watch what happens when you push on it.

Crumple the foil lightly into a ball and put it in the water. What happens when you push on it?



Now flatten the foil ball really well and place it in the water. What happens when you push on it now?

Take another piece of aluminum foil and make a boat with it. Test it on the water to make sure it floats. You now have a floating device, or a **float**er!

Provide the student with aluminum foil and a tub of water. Encourage the student to experiment with the foil. A piece of aluminum foil will sink if it is pushed under water. It will float when it is rolled up into a ball because air is trapped inside. When it is flattened, it will sink because the air has been removed. Have the student construct a floating device (a boat) out of the foil. The piece of foil should be quite large—at least 20 cm by 20 cm.



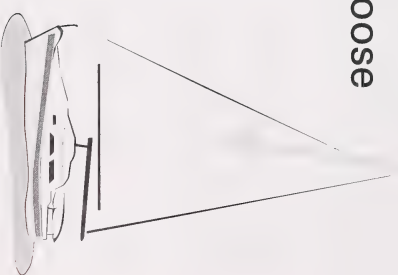
Draw your floater in the box.



How can you make your floater sink? You need to put something that sinks in the floater.

Name some objects that sink, or **sinkers**. Choose a set of sinkers.

How many sinkers do you think it will take to sink your floater? Print your prediction in the boat.



Discuss how to make the floater sink (add something that sinks—sinkers—to it). Examples of a set of sinkers include pennies, washers, marbles, and math manipulatives.

Conduct the experiment. Carefully add the sinkers one at a time until your floater sinks.

How many sinkers did it take to sink your floater? Print the number in the boat.



Was your prediction accurate? Circle **Yes** or **No**.  
What did you learn?

In the box draw your floater after you made it a sinker.





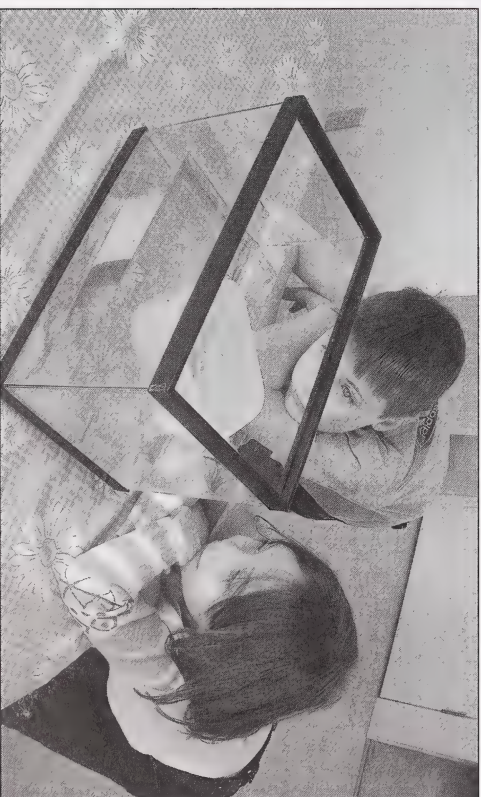
Discuss the experiment and what the student learned about *buoyancy* (the force that acts upon an object that results in floating or sinking). The student is not required to know the term *buoyancy* at this stage, but is introduced to it now.

Have the student conduct the same experiment with a small plastic container, like a yogurt container. Have the student print the prediction and the actual amount on the lines.

Some objects are **buoyant**. That means they can float. Your floater lost its **buoyancy** after many sinkers were added to it.

Test the buoyancy of a small plastic container. Place the empty container in the tub of water. Does it float?

Circle  **Yes** or  **No**. How many sinkers do you think it will take to sink it? \_\_\_\_\_



Conduct the experiment. Remember to carefully place one sinker in the container at a time.

How many sinkers did it take to sink the container? \_\_\_\_\_  
 Was your prediction accurate? Circle **Yes** or **No**.

Have some fun making a boat using different materials that float. Experiment with making it sink.

## Looking Back

Did you enjoy dancing the scarf dance to the song "Wishes"? Why or why not?

What is your favourite way to move with the scarf?

Do you like creative dancing?

Did you like planning the invitation to a party? Why or why not?

Which activity did you enjoy the most today? Why?

Provide the student with a variety of materials that float (Styrofoam pieces, corks, plastic lids) and connectors (modelling clay, toothpicks, glue [not white glue, which is water soluble], wire). Have the student make a device that floats using several pieces of material. It should be stable. The student can then experiment with placing different sinkers on the device to try to sink it.

Turn to Assignment Booklet 7A and complete Day 3: Learning Log. Have the student include his or her comments.



## Story Time

Relax and enjoy the story!

## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Dance to the song “Wishes” and invite others to participate.
- Read your invitation to a party.
- Show the hat you made.
- Ask someone to spell the spelling words.
- Show how you can make a floater sink.



## Day 4: Special Customs

There are many occasions when people exchange gifts. You have read about some already. You'll be reading about more today in two interesting stories.

You will also have more fun with sinkers and floaters.





## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 4.

## Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Is there anything special you usually do to celebrate an important occasion? What do you like to do to celebrate? Write about it in your journal.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

Discuss special occasions in your family with the student. Assist the student in selecting one to write about as needed.

## Sarah's Birthday Customs



Take out the book *Let the Feast Begin*.

Turn to the inside back cover. Read "Sarah's Writing" aloud.

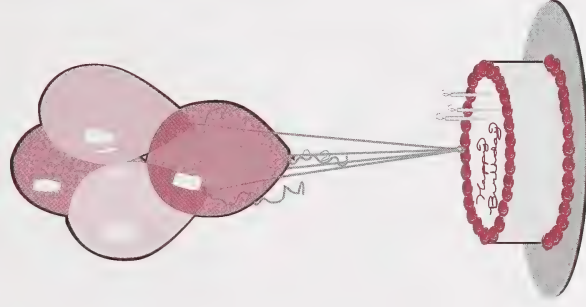
Who is the author of "Sarah's Writing"?

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Who do you think is the illustrator?

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What is Sarah's favourite kind of birthday cake? What do Sarah's relatives do on her birthday? What does Sarah mean by her "real" birthday? Why is she going to invite eight friends to her birthday party? What are some of your birthday customs? How do people participate in your birthday?



Have the student print the answers on the lines.

The author and illustrator is **Sarah Roberts**.

Have the student answer the questions orally.



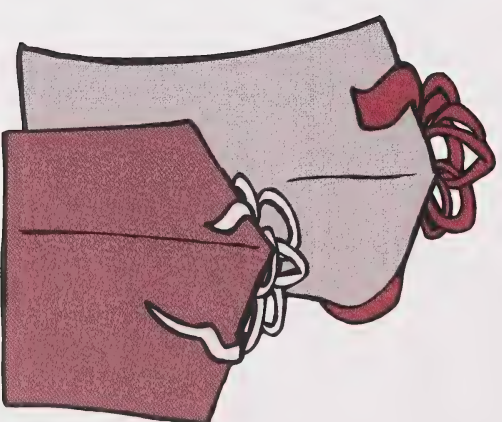
Ask the student to discuss a time when he or she had difficulty finding or making a gift for a special person or selecting something special to do for that person.

Sometimes it's hard to find a gift or select something special to do for someone. Tell about a time that you had difficulty finding a gift for a special person.

## **The Best Gift Ever**

Would you like to read a story about another girl named Sarah? She had a hard time finding a gift for her cousin Luke.

On the next page you will find a story called "The Best Present Ever." Read the story aloud. You will answer some questions after you finish reading the story.

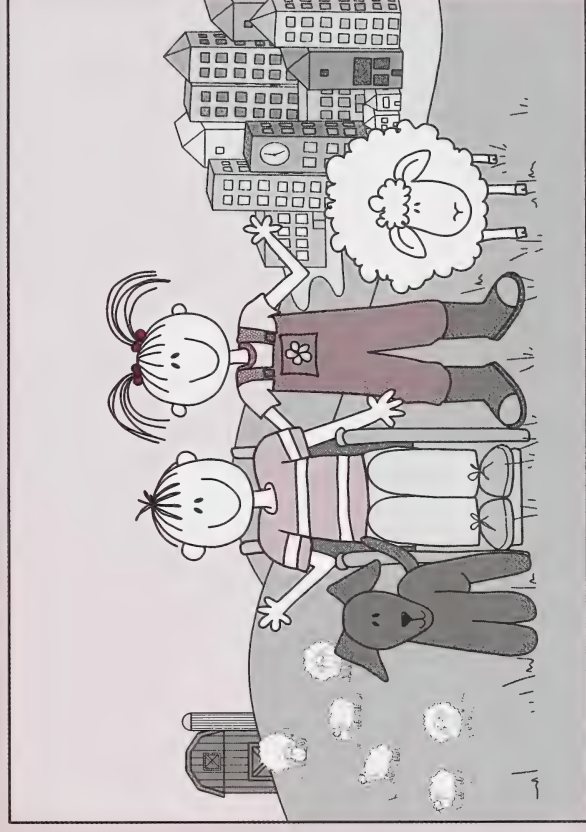


## The Best Present Ever

Sarah and her family were soon leaving to visit her cousin Luke and his family. Sarah could hardly wait. She wanted to bring something very special for Luke, since he was her best friend in the whole world.

"Do you remember when Luke came to visit and gave me my first two rabbits?" Sarah asked her mom. "That was a great present. I started raising rabbits after that, I liked them so much. I love the special book of photos he made for me last year too."

"Yes, I remember," said Mom. "Luke always chooses great gifts for you. He's such a good friend."



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"I don't know what to get him!" replied Sarah.

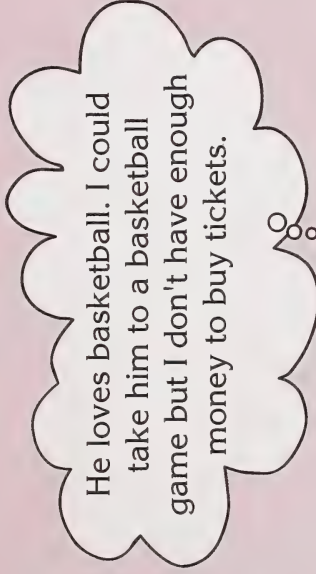
Mom told her that there was still a week before they left. "I'm sure you'll think of something, Sarah," Mom said.

Sarah thought about it as she did her chores.



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She thought about it as she ate her lunch.



She thought about it as she got ready for bed.



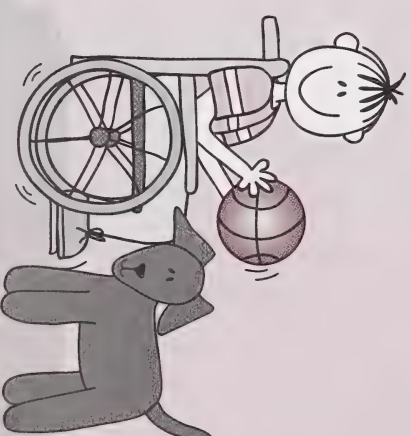
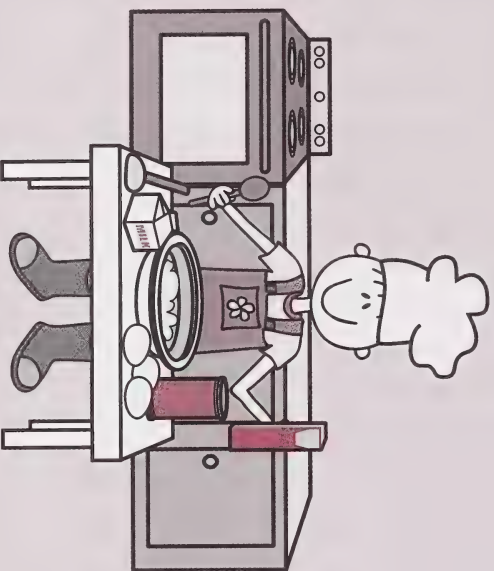
Sarah was still thinking about a special gift for Luke when she fell asleep.

continued



The next morning she told her mom about her ideas. "Luke loves doing things outdoors. The picnic lunch is a good idea," said Mom. "How could you make it extra special?"

Sarah thought about it some more. "I'll make a special cake shaped like a basketball," she said. "We could play basketball at the park too."



Sarah liked her plans, but she still wanted to give him something extra special.

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She talked to her dad. He said, "Don't worry. I'm sure you'll think of something, Sarah."

That night, as Sarah watched a basketball game on television, she had an idea.

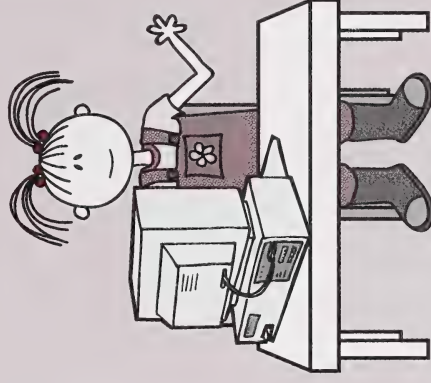
She went to the computer, got on the Internet, and sent an e-mail to an address she had seen on television. The next day she waited and waited. Finally a reply came. Her problem was solved! She had a special present for Luke.

The day before her family left for Luke's house, she baked a cake shaped like a basketball. She packed a special picnic lunch too.

On the day of Luke's birthday, they set off for the park.

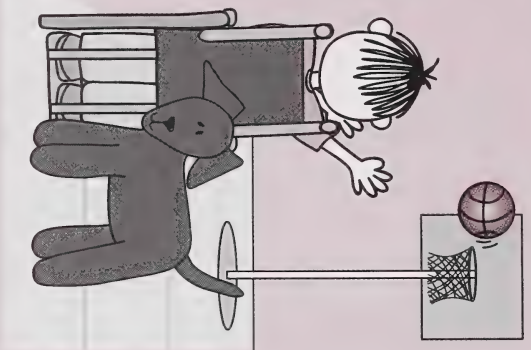
"Where are we going?" asked Luke.

"You'll see," said Sarah, giggling to herself.



continued . . .

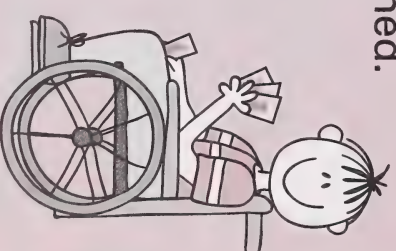




Sarah wheeled Luke over to the park's basketball court. Just then a van pulled up. Out jumped five basketball players from Luke's favourite team. "We've come to toss a few baskets with you," they said.

The players showed Luke some of their favourite moves and then spent some time playing basketball with Luke and Sarah. After the game, the players each gave him a sports card that they had signed. They all shared the picnic lunch and the special cake.

As the van drove away, Luke and Sarah waved goodbye to their new friends. Luke smiled at Sarah and said, "Thanks, Sarah. What a wonderful surprise! This is the best present I ever got!"



Ask the student to read each question aloud and then answer it orally.

How did Sarah feel about the gifts she got from Luke?

What were some of Sarah's ideas for gifts that Luke would like?

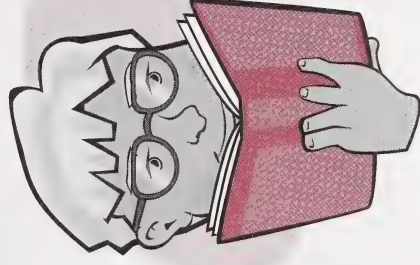
What do you think Sarah did when she went to the computer?

What was Sarah's surprise for Luke?

How did Luke feel about the present?

Do you think Sarah chose a special gift?  
Explain why or why not.

Read the story one more time. This time read it silently.





Listen to each word as the student says it aloud. Correct the student if needed.

## New Words

The following words are from the selection "The Best Present Ever." Read them to your home instructor.

present

idea

picnic

lunch

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

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Check that the words are listed alphabetically.

Print the answers to the following on the lines.

This is a meal. \_\_\_\_\_

A synonym for **gift** is \_\_\_\_\_.

There are two syllables in **picnic**. What are they?

\_\_\_\_\_

This word begins and ends with a vowel. What is it?

\_\_\_\_\_



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.

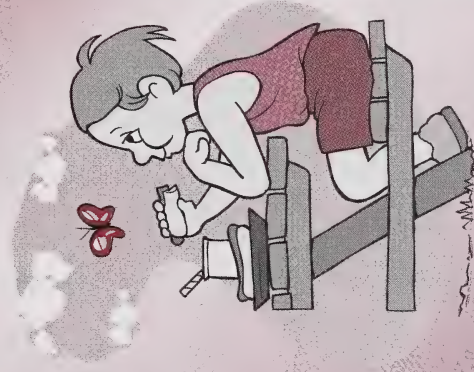


Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.

**Module 7A: Participate and Be Active**

The answers are *lunch*; *present*; *pic* and *nic*; and *idea*.



If there are any other words from the selection "The Best Present Ever" that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.



Ask the student who the special person is, and then discuss the gift he or she could give or make for that person or something special he or she could do for that person. Have the student write who the person is, what the gift is, and why he or she is giving that particular gift.



Complete Day 4: Assignment 4 in your Assignment Booklet.

## A Special Gift



Take out unlined paper.



If you could give, make, or plan something special for someone, what would it be? Write about the special gift and then draw a picture of it. Tell who the gift is for, what the special gift is, and why you are giving that particular gift.



You will send the description of a special gift to your teacher on Day 9.

## Break for lunch.



### Silent Reading

Enjoy your reading time.

### Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

### Fun with Phonics

Look at the following words. They are from "Sarah's Writing." Read them aloud.

sprinkle

candle

How do these words end?

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

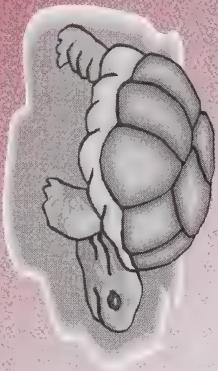
Review other words ending with the /e/ sound (for example, little, table, apple, and people).



Have the student write the sentences you dictate containing words ending in *le*.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student. The words ending in *le* are *saddle*, *table*, *turtle*, *pickle*, and *bottle*.



You are going to write other words that end in **le**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in purple the words ending in **le**.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

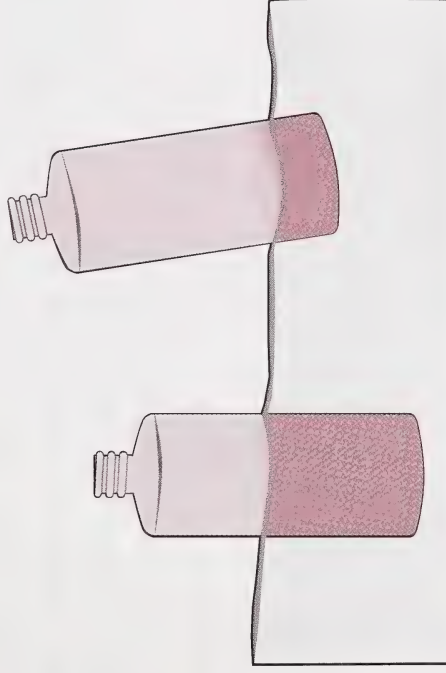
\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

## Fun with Water

Experiment with bottles and water. Try different ways to make them float upright.



Pour a little water in one of the plastic bottles. Tighten the cap on it and place it on the water. What happens? Now pour a little more water into it. Tighten the cap and place it on the water. What happens now? Keep pouring more water into the bottle and watch what happens when you place it in the water.

Provide the student with different-sized plastic bottles with caps (Find ones that have different-sized necks.) and a tub of water. Allow the student to experiment with pushing the bottles underwater, making the bottles float upright, so they float as high as possible. Then float them until they are half submerged and then as low as possible. The student will discover that containers filled with air are lighter than those filled with water.

The bottle will sink a little more each time more water is added to it and, eventually, it will sink to the bottom.

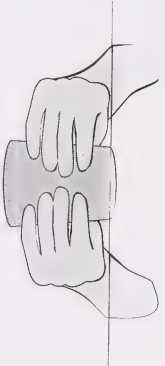


Have the student try three ways to sink a cup: with the rim up, the rim sideways, and the rim down.

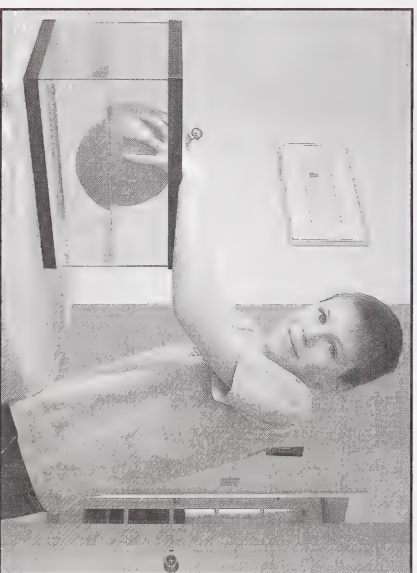
Provide the student with two balloons. Help the student blow up one balloon halfway and the other all the way. Explain that these objects have air trapped inside of them. The more air an object has, the higher it will float in the water.



Try three ways of sinking a cup. Which way is the hardest? Can you feel something pushing it back up?



Try this with a balloon. Blow just a little air into one balloon. Blow the other one right up. Float the smaller balloon on the water. Hold it under water. Let it go and watch what happens. Do this again with the other balloon. Which balloon is harder to push down?

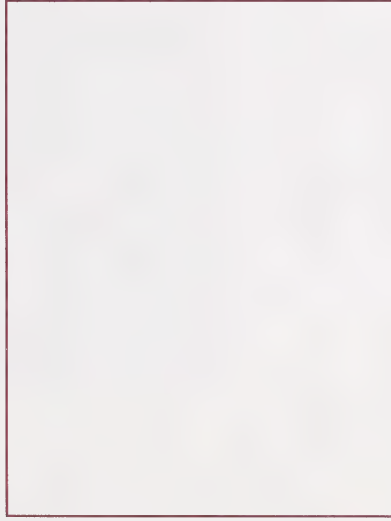


Try the balloon experiment again. Watch what happens to the water when you push the balloon down. The water gets higher. The balloon, and any other object that sinks in water, makes the water rise higher.

## Make It Float!

On Day 3 you made a floater sink. Do you remember how you did that?

Today you're going to make a sinker float. Pick an object that you know sinks. Draw your sinker in the box.



Find ways to make your sinker float. What can you do to make sure it floats?

Recall how to make a floater sink by adding sinkers, or objects that sink, to it.

Allow the student to experiment with floating the sinker. The student can put the sinker on a floater, such as an empty plastic container, a boat, a balloon, and so on. Guide the student to put the sinker in the water each time to see if it floats.

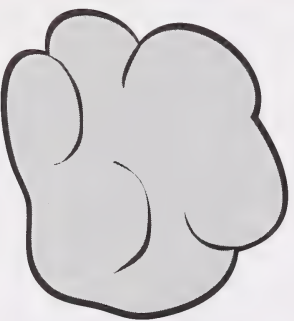




Draw your sinker after you made it into a floater.



What did you learn about sinkers and floaters?



Do you think the ball of clay can float?  
Circle **yes** or **no**. Put it in the tub  
of water. What happens?

Can you find a way to get the clay to  
float? Try it.

Discuss the modifications the student made to the sinker and which were successful and which were not.

Provide the student with a ball of non-water-soluble modelling clay. Have the student experiment with the clay. He or she may take small pieces of it to see if they float, or make different shapes, like snakes. Allow the student to find out how it's done on his or her own.

The clay needs to be hollowed out or made into a rectangular shape with sides.



## Looking Back

What are some different customs that you have read about over the last few days?

How does it feel to be a part of someone's celebration?



Do you like to participate in celebrations? Why or why not?

What have you learned about objects that float and sink?

## Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 7A and complete Day 4: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

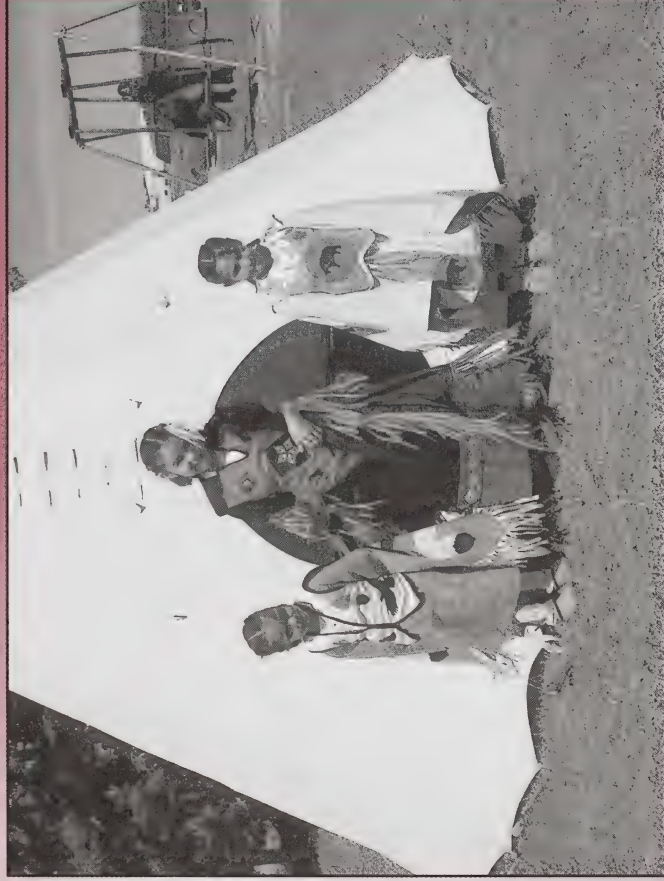
- Read "Sarah's Writing."
- Read the story "The Best Present Ever."
- Read your description of the special gift and show the picture you drew of it.
- Show how you can make a sinker float.



## Day 5: Traditional Ways

These children are participating in an old tradition. You will learn about many interesting traditions today.

And you get to make something by following an old family tradition!





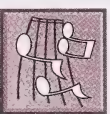
## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 5.

## Music and Movement



As you listen to the song “Wishes,” dance your “Scarf Dance.”

Provide the student with the same scarf used in Day 3 for the “Scarf Dance.” Locate the song “Wishes” on the *Ideas That Sing! Volume 1* CD. Play it for the student. Lead the student in dancing creatively to the music with a scarf.

With the student, read the words to the song aloud.

You can sing along to the song. Here are the words to “Wishes.” Read them aloud.



## Wishes

Daddy won't you take me,  
To the rainbow's end.  
Take me to the rainbow's end,  
Take me to the rainbow's end?  
Daddy won't you take me,  
To the rainbow's end.  
Won't you take me  
To the rainbow's end?



Mommy can I wish  
Upon this shining star,  
Upon this shining star,  
Upon this shining star?  
Mommy can I wish  
Upon this shining star,  
Can I wish upon this shining  
star?

continued . . .



## CHORUS:

Wishes made  
Each and every day.  
Dreams are possible so  
Many people say.  
We will send out  
Our wishes  
To see if they come true.  
The thought of wishing  
Is always there for you.



Sandman cast your spell, and  
Send me off to dream this night,  
Send me off to dream this night,  
Send me off to dream this night,  
Send me off to dream this night.  
Sandman cast your spell and  
Send me off to dream this night.  
Cast your spell and  
Send me off to dream.

## CHORUS

If I give my heart to you,  
Will you hold it in the light,  
Will you hold it in the light,  
Will you hold it in the light,  
If I give my heart to you,  
Will you hold it in the light?  
If I give my heart  
Will you hold it in the light?



Can the earth that we live on,  
Be a safe and peaceful place,  
Be a safe and peaceful place,  
Be a safe and peaceful place?  
Can the earth that we live on,  
Be a safe and peaceful place?  
Can the earth be safe  
And a peaceful place?

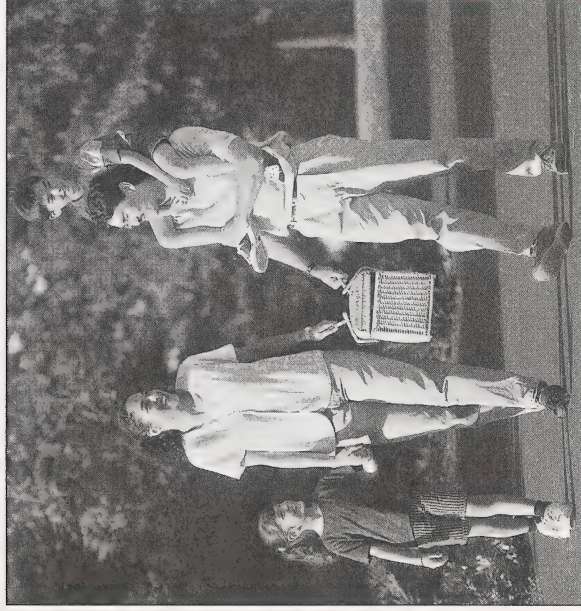


Before you sing the song, warm up your voice.

Can you sing and dance to the song at the same time? Try it.

## Family Traditions

Are there things you and your family like to do together regularly? What are they? What about your friends' families? What do they do? Why do you think these activities are repeated?



Warm up the student's voice as usual. Play the song "Wishes." Sing along with the student.

Play the song again, allowing the student to sing and dance to the music at the same time.

Refer to the Home Instructor's Guide for more information about this activity.



## It's a Tradition



Take out the book *Let the Feast Begin*.

Turn to the Contents page. Find "It's a Tradition!" What do you think **tradition** means?

Look at the illustration on page 11. The family is enjoying a game that they **traditionally** play on birthdays.

Who is the author of "It's a Tradition!"?

---

Who is the illustrator?

---

Discuss the term *tradition*. Read the first paragraph on page 11 to check the meaning, and then look up *tradition* in the dictionary.

Have the student print the answers on the lines.

The author is *Lynn Bryan*.

The illustrator is *Kasia Charko*.

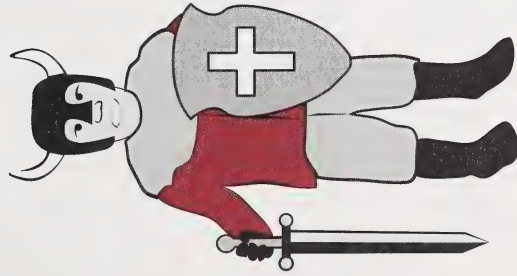
Read the report to the student, pausing and discussing the text at the end of each page. Have the student answer the following questions after each pause in the reading.



Listen and follow along as your home instructor reads pages 11 and 12 aloud.



You just heard about three family traditions. What are they?



Before your home instructor reads the rest of the report, look at the illustration on the page. Think about what the **heritage** tradition is about. Listen and follow along as your home instructor reads each page.



Discuss the meaning of *heritage* (anything that is inherited, like customs of a group of people). Explain that as you read further, the student will learn more about its meaning and read about the heritage traditions of some children and their families. Have the student look at the illustration on the page before you read it. Ask what is depicted in it. After you read the page, ask the student what he or she learned about some of the heritage traditions reported.



Have the student answer the questions orally.



## Things I Know Now

What is a family tradition? Why do you think people repeat them?

What is a heritage tradition? Why are they important to people?

Which of the activities during Trung Thu would you like best?

Why does Josephine like to light the red candle?

Which tradition is similar to one you have in your family? Why?

Which traditions did you find most interesting in the report "It's a Tradition!"? Why?

Which ones would you like to have as part of your own family tradition? Why?

Read the report silently. Look at the illustrations for clues to help you with your reading.

## Journal Time

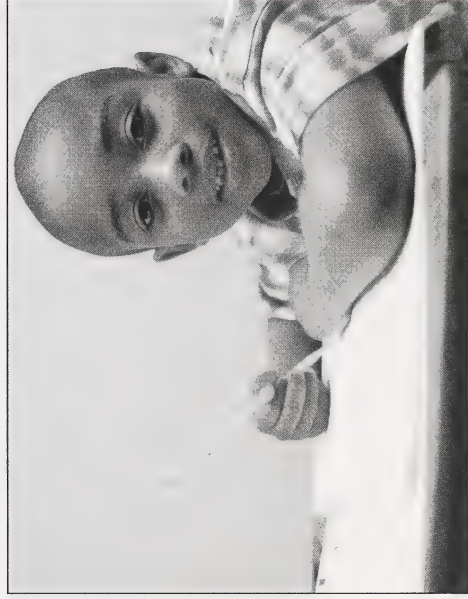


Take out your journal. Turn to the **Reading Response** section.

In your journal, write two interesting facts you learned about traditions and two questions about any of the traditions reported in “It’s a Tradition!”

Illustrate and label one of the traditions from the selection under your entry.

Remember to print today’s date at the top of the page.



Discuss two facts learned and have the student think of two questions he or she may have.



## New Words

These words are from the report "It's a Tradition!" Read them to your home instructor.

bread

again

clap

pancake

summer



Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

---

---

---

Check that the words are listed alphabetically.

Print the answers to the following on the lines.

This is one of the four seasons. \_\_\_\_\_

These two are members of the grain products food group.

\_\_\_\_\_

Find the compound word and print the two little words in it.

\_\_\_\_\_

This means to put your hands together and make a sound.

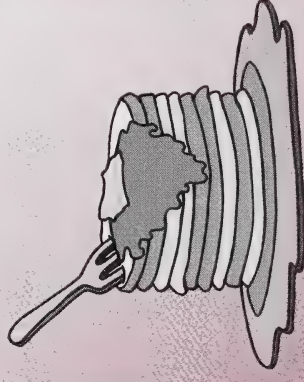
\_\_\_\_\_

Find three little words in **again**.

\_\_\_\_\_

\_\_\_\_\_

The answers are *summer*,  
*pancake*, *bread*; *pan*, *cake*;  
*clap*; and *a*, *gain*, and *in*.





If there are any other words from the selection "It's a Tradition!" that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Complete Day 5: Assignment 6 in your Assignment Booklet.

Break for lunch.



Silent Reading

Enjoy your reading time.



## Fun with Phonics

Read these words from the book *Let the Feast Begin* aloud.

write      writing

What consonant digraph do these words begin with?

\_\_\_\_\_

You're going to write other words that have the consonant digraph **wr** in them. Print the sentences you hear your home instructor dictate on the lines. Circle in red the words with the consonant digraph **wr**.

1. \_\_\_\_\_

2. \_\_\_\_\_

Review what a consonant digraph is—two consonants that together stand for one sound, as in *wriggle*, *wrinkle*, and *wren*.

Have the student write the sentences you dictate containing words with the consonant digraph **wr**.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student. The words with the consonant digraph **wr** are *write*, *wrong*, *wrap*, and *wrist*.



3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

## A Saturday Tradition



Take out the book *Let the Feast Begin*.

Guide the student to understand and say that it's Deane's family tradition to make scones.

Skim through the report "It's a Tradition!" Find what Deane's family loves to make every Saturday.

You can participate in Deane's family tradition by making her grandmother's scones.



Make sure you have all the ingredients and materials you need before you begin measuring and baking. (If you don't like raisins, you can leave them out.)

## Grandma M's Scones

You will need the following materials:

mixing spoon	two mixing bowls
measuring cup	fork
measuring spoons	cookie sheet
non-stick spray or margarine	

## Ingredients

500 mL flour	50 mL soft butter
125 mL sugar	75 mL raisins
5 mL baking powder	1 egg
2 mL baking soda	250 mL buttermilk

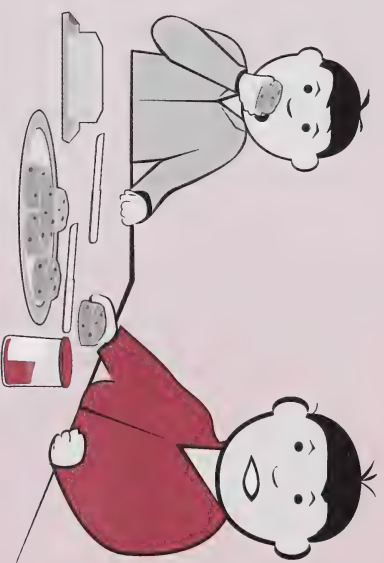
Provide the student with the ingredients in the recipe and the other materials. Help the student follow the recipe and make the scones. You will especially have to assist with cutting in the butter.





## What to Do

1. Turn the oven on to 220°C (425°F).
2. Mix the flour, sugar, baking powder, and baking soda together in a bowl.
3. Cut the butter in with a knife or pastry cutter. Add the raisins.
4. Beat the egg with a fork in a separate bowl. Add the buttermilk to it.
5. Pour the egg and buttermilk into the dry mixture. Mix.



Spray the cookie sheet with the non-stick spray or grease it with the margarine. Drop the mixture by spoonfuls onto the cookie sheet or gently roll it and cut into rounds. Bake for about 10 minutes or until golden.

Makes 15 small scones.

Eat the scones while they are still hot. Spread them with butter and jam. Delicious!

## Looking Back

What was your favourite activity today? Why?

Did you have fun making Grandma M's scones? Why or why not?

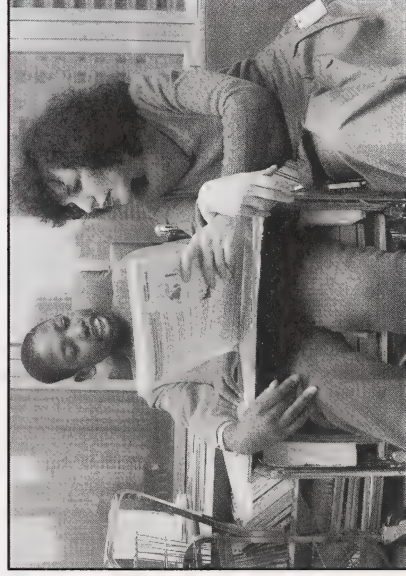
What could you do to make them better next time?

This isn't the first time you have followed a recipe and made something. Do you think you are getting better at following recipes? Why?

Are you improving as a cook? How so? If not, what can you do to improve?

## Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 7A and complete Day 5: Learning Log. Have the student include his or her comments.



## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Ask your family members to sing the song “Wishes” with you.
- Read pages 11, 12, and 13 of “It’s a Tradition!”
- Talk about the traditions you learned today.
- Tell how you made the scones. Share them.



## Day 6: Fun Family Traditions

You have read about some very interesting family and heritage traditions. You will retell one of them as if it were your own.

On Day 5 you made scones by following an old family recipe. Today you get to participate in another family tradition!





## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 6.

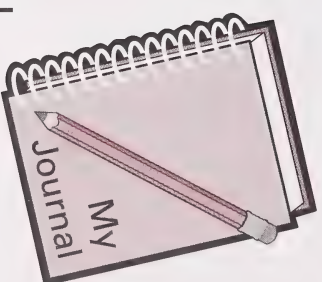
## Journal Time



Take out your journal. Turn to the Personal Writing section.

Assist the student with selecting a topic as needed.

Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.



Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

## A Heritage Traditions Chart

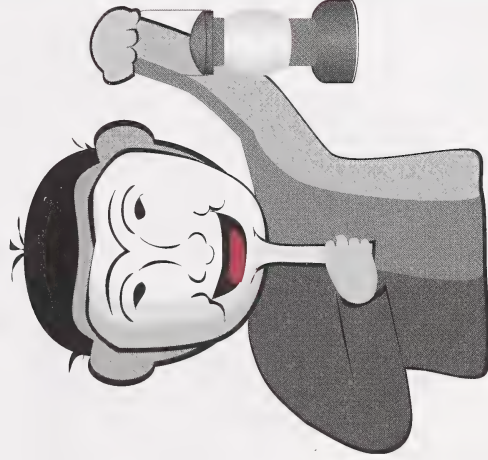


Take out the book *Let the Feast Begin*.

Read the report "It's a Tradition!" aloud.

You read about four different heritage festivals. Think of a way to record all you learned in one place.

A chart lets you see and compare information. A chart is a good way to plan for writing a report too. Fill in the following chart with information from the report "It's a Tradition!" First list the four heritage festivals. Then read each page describing the festival and fill in the information about that festival.



Discuss with the student what he or she has learned about heritage traditions from the report. Guide the student to suggest a chart. Explain that a chart allows you to easily see and compare information. Tell the student that he or she will be summarizing all the information learned from the report about heritage traditions.

Have the student reread page 13 and discuss and record the festivals on the chart as four column headings. Help the student fill in the information for the first festival. Allow him or her to work independently on the others. Emphasize that the recording is in "jot note" form. (Key words are used to recall ideas.) Review how this is different from writing sentences. See the Home Instructor's Guide for an example chart.



Festival				
Child's Name				
Home Country				
Season				
Details				

Look up Vietnam and Ukraine on your globe or in your atlas. What continent is Vietnam on? \_\_\_\_\_

What continent is Ukraine on? \_\_\_\_\_

Find Africa on the globe. Is Africa a country?

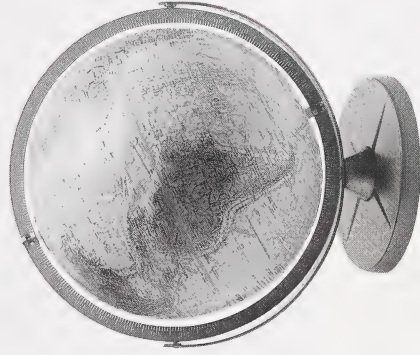
Circle **Yes** or **No**.

What is it? \_\_\_\_\_

Find Iceland on the globe. Is Iceland a continent?

Circle **Yes** or **No**.

What is it? \_\_\_\_\_



Have the student look up the countries on the globe or in an atlas and print the answers on the lines. Answers are *Asia*, *Europe*, *no*, *a continent*, *no*, and *an island* or *a country*.



## Tell a Tradition



Take out the book *Let the Feast Begin*.

Read the first paragraph on page 12 aloud. Now listen as your home instructor pretends to be Deane.

How is what you heard different from the text?

When you **recount**, or retell, something, you need to include certain things. Just like any story you tell or write, it needs a title, a beginning, a middle, and an ending. Read the information in the following chart aloud.

### A recount

- has a title
- has a beginning that tells what, where, when, why, and who
- describes events in order
- has an ending

Write the features listed here for a recount on chart paper for future reference.

Have the student listen as you pretend to be Deane recounting the scone-making tradition. Use all the information listed, but embellish it. See the Home Instructor's Guide for an example. Ask the student how your account differs from the one in the report.

Did your home instructor's recount have all these items in it? Circle **Yes** or **No**.

Listen again as your home instructor recounts the tradition.

Print the information from the recount on the lines.

**Title** \_\_\_\_\_

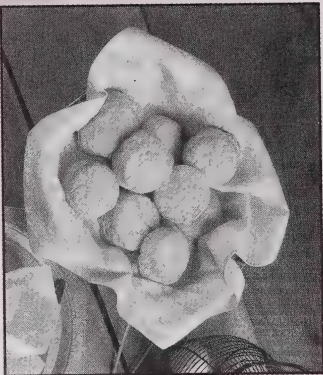
### Beginning

- What? \_\_\_\_\_
- Where? \_\_\_\_\_
- When? \_\_\_\_\_
- Why? \_\_\_\_\_
- Who? \_\_\_\_\_

Recount the tradition again. This time have the student identify the features in the chart.

Have the student record the information from your recount on the lines beside each feature. See the Home Instructor's Guide for an example.





Have the student recount one of the family traditions in the report, or the student can recount a family tradition or experience of his or her own. Remind the student to base the recount on the features in the chart. Then discuss whether all the criteria in the chart were covered.

## Events

---



---

## Ending

---



---



Take out a sheet of lined paper.

Now it's your turn to recount. Choose a family tradition from the report "It's a Tradition!" Imagine you are part of that family. Recount the tradition, or you can recount a tradition in your family.



You will send your recount to your teacher on Day 9.

## Break for lunch.



### Silent Reading

Enjoy your reading time.

### Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

### Spelling

These are the spelling words from your pre-test on Day 3:

half      turn      group      done      body      red

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Refer to the Home Instructor's Guide for more information about this activity.





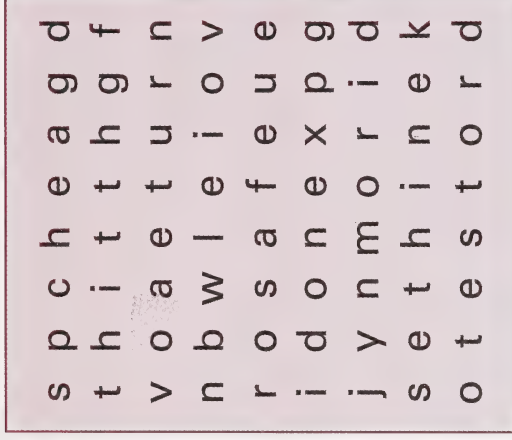
Print the six words on the lines.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

To help you spell a word, remember the **look-say-cover**  
**and see-write-check** way of learning to spell. It's on the  
**Learning to Spell a Word** chart.

Find and circle the six spelling words in the word search puzzle.

half  
turn  
group  
done  
body  
red



## Fun with Phonics

The following words are from the report “It’s a Tradition!”  
Read them aloud.

are      sugar      parade      harvest

Circle in blue each letter **a** followed by an **r**.

The puzzle solution is in the Home Instructor’s Guide.

First review the rule for the letter *r* after a vowel. An *r* after a vowel makes the vowel have a sound that is different from the usual short or long vowel sound, as in *harm*, *park*, and *smart*.

Have the student go to the Assignment Booklet to write the sentences you dictate containing the letters *ar*.



Refer to the Home Instructor's Guide for the sentences.

Have the student answer the questions orally. Review the description of the scavenger hunt on page 12. Discuss how a scavenger hunt is organized.

You're going to write other words that have the letters **ar** in them in your Assignment Booklet.



Complete Day 6: Assignment 7 in your Assignment Booklet.

## A Scavenger Hunt



Take out the book *Let the Feast Begin*.

Turn to the report "It's a Tradition!"  
Read the second paragraph on page 12 aloud. What traditional activity do Jordan and his cousins take part in every summer? What is a scavenger hunt? Do you think you could plan one? Circle **Yes** or **No**. You get to do just that now!





Take out unlined paper.

Think of five items your home instructor or another family member or friend can hunt for. Write clues for them, like the following:

Look in the kitchen.

It's flat.

You eat on it.

Look in the bathroom.

It has a handle.

It has a little brush on the end of it.

Once you have your clues ready, go hunting!

Have the student make a list of objects that you could hunt for in the home or outdoors (if weather permits). To make it more interesting, write clues for the items instead of listing them. While the student is doing that, compose your own list of items (or clues) for the student to hunt for. With the student, think of a spot where the items will be brought. Tell the student to keep the items small because they have to be carried back to the spot.

After you and the student have found all the items, share the finds and discuss how they were found. If time allows, have another hunt with fewer items.



## Looking Back

Were you pleased with the recount you did this morning?  
Why or why not?

How could you make it better next time?

Did you have fun during the scavenger hunt?

Was it easy or difficult for you to write clues for the items?  
Why?

Turn to Assignment Booklet 7A  
and complete Day 6: Learning  
Log. Have the student include  
his or her comments.

## Story Time

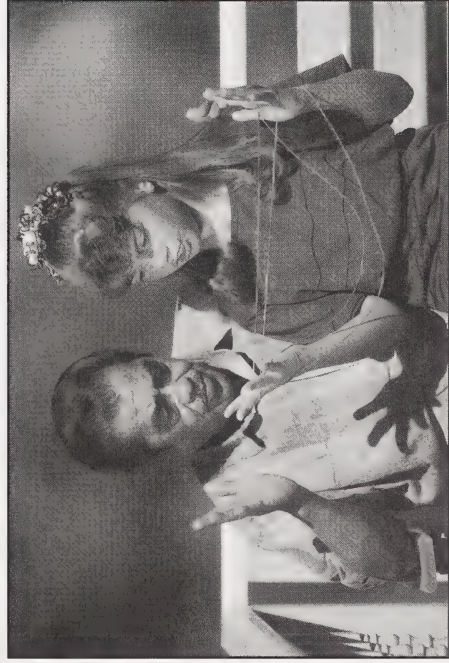
Relax and enjoy the story!



## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read the rest of “It’s a Tradition!”
- Have a family member go on a scavenger hunt using the clues you wrote.
- Read your recount of a family tradition to a family member.





## Day 7: A Heritage Tradition

Do you like to sing? You will sing a traditional song today.

The girl in this picture is participating in a heritage tradition. You will participate in a heritage tradition too.



## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 7.

## Music and Movement

You have been reading about family and heritage traditions. Today you will sing a **traditional** song. That means it's an old song that has been sung for many years. It's so old that no one knows who wrote it. It's called "Pop Goes the Weasel." Do you know it? Circle **Yes** or **No**.



Listen to the song now.

Did you enjoy this song? Why? What did you like about it?

What is the tempo of the song? What are the dynamics?

Talk about other traditional songs the student might know, such as "Mary Had a Little Lamb," "Twinkle, Twinkle," "The Farmer in the Dell," "Itsy Bitsy Spider," and so on. Locate the song "Pop Goes the Weasel" on the *Ideas That Sing! Volume 1* CD. Play it for the student.

Have the student answer orally. Discuss the student's thoughts and feelings about the song. The song is fairly slow in the beginning and fast in the end. The dynamics are the same throughout—moderately loud.



The wind instrument is the tuba.  
Read the words to the song with  
the student.

Can you tell what wind instrument is playing?

Circle **Yes** or **No**. Think what it could be.

You can join in the singing. Following are the words to the song. Read them aloud.

### Pop Goes the Weasel

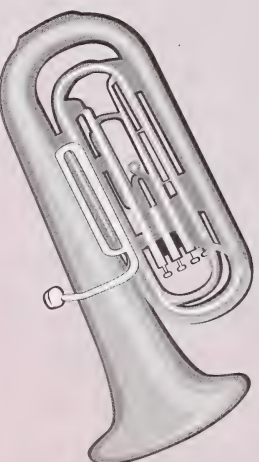
#### CHORUS

All around the cobbler's bench,  
The monkey chased the weasel,  
The monkey thought it  
Was all in fun,  
Pop goes the weasel!

Penny for a spool of thread,  
Penny for a needle,  
That's the way the money goes,  
Pop goes the weasel!

#### CHORUS

I've no time to wait or sigh,  
I've no time to wheedle,  
Only time to say goodbye,  
Pop goes the weasel!



Before you sing the song, warm up your voice.

Now sing along with the music.

Have you ever seen a monkey move?

Circle **Yes** or **No**.



Show how a monkey would move in the jungle. Show how it would move at the zoo. Imagine you are the monkey in the song chasing the weasel. Follow the tempo of the song—start slowly at first and then speed up when the music does.

Play the “Pop Goes the Weasel” game. Bounce a ball in rhythm to the music as you and your home instructor sing the song. When you hear the word **pop**, bounce or throw the ball to your home instructor. Then your home instructor will bounce the ball until he or she hears the word **pop**, and then he or she will throw it back to you.

Warm up the student’s voice as usual. Play the song “Pop Goes the Weasel”. Follow the text and sing along with the student.

Have the student act out being a monkey. Then play the song again, with the student moving creatively to the music acting out the words. Be imaginative with this song. You can take turns with the student playing the roles of the monkey and the weasel. Then play the bouncing ball game with the student.





## An Interesting Report



Take out the book *Let the Feast Begin*.

Read the report "It's a Tradition!" silently.

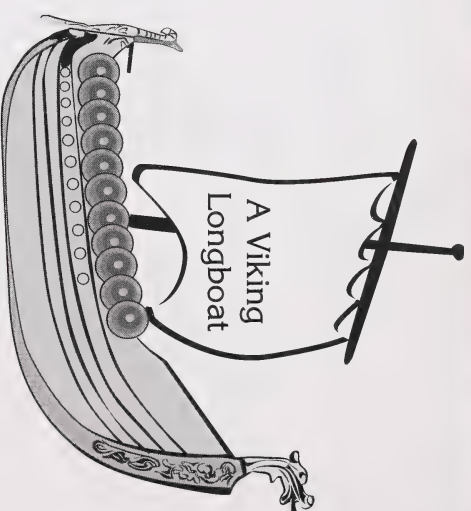
## Using Capitals

Read these sentences about "It's a Tradition!" aloud.

Every **Saturday**, **Deane's** family makes scones for breakfast.

**Trung Thu** is also known as **Children's Day**.

**Anthony's** family celebrates **Easter** by decorating **Ukrainian Easter** eggs.



Every **August**, **Vala's** family travels to **Manitoba**.

**What** are some of your family or heritage traditions?

Why are some of the words in the sentences in bold? Skim through the story. Find other words that are in capitals and tell why they are capitalized.

## Editing for Capitals

Look through some of the writing you did in other modules. See if you can find words that should have been capitalized. Edit your writing for capitals where it's needed.



**Module 7A: Participate and Be Active**

Have the student tell why the bolded words are capitalized. Record the reasons on chart paper for future reference. After the student skims the report for more examples, add to the list in the chart. See the Home Instructor's Guide for examples.

To apply the student's understanding of capitalization, have him or her check previous work and edit it for capitals.



On the sheet of paper, draw nine boxes and number them 1 through 9. Have the student write the capitalized words in the appropriate boxes. See the Home Instructor's Guide for an example.

**Mia**

**Sumi**

**Alex**

**Petro**

## A Capital Letter Puzzle



Take out unlined paper.

Read the instructions below. Write the words the instructions tell you to in the boxes on the paper.

1. Name two girls you know.
2. Name two boys you know.
3. Write the name of the community you live in.
4. Write your name in full.
5. Name the month you were born.
6. Write today's date using words for the day and month.
7. Name a story you like.
8. Name two heritage traditions from "It's a Tradition!"
9. Write the words from the following sentence that need capital letters.

**on saturday i will make  
grandma m's scones for breakfast.**



You will send the page of capitalized words to your teacher on Day 9.

## Break for lunch.



## Silent Reading

Enjoy your reading time.

## Spelling



These are the words from your spelling pre-test: **half**, **turn**, **group**, **done**, **body**, and **red**.

In your Assignment Booklet, you will write sentences using each one of these words.

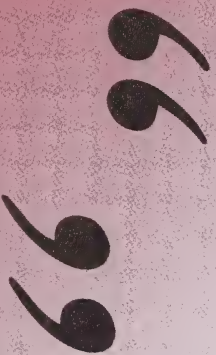
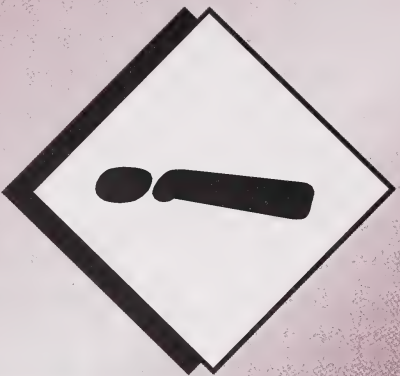
Here is an example: A snake has a long **body**.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.



Review the rules with the student.



When you are writing, remember to use

- a capital letter to begin each sentence
- a capital letter for the proper names of people and places
- the correct end punctuation for each sentence (period, question mark, exclamation mark)
- quotation marks where needed
- descriptive words



Complete Day 7: Assignment 8 in your Assignment Booklet.

### Fun with Phonics

These words are from the selection "It's a Tradition!" Read them aloud.

Jordan      work      stories      decorate      important

Circle in orange each letter **o** followed by an **r**.

You're going to write other words that have the letters **or** in them. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle the words with the letters **or** in orange.

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_

4.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

First, review the rule for the letter *r* after a vowel: An *r* after a vowel makes the vowel have a sound that is different from the usual short or long vowel sound, as in *thorn*, *torch*, and *horn*.

Have the student write the sentences you dictate containing words with the letters *or*.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student. The words containing the letters *or* are *fork*, *story*, *corn*, and *cork*.



## A Ukrainian Heritage Tradition

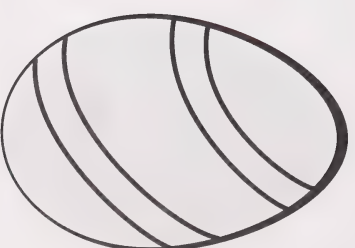


Take out the book *Let the Feast Begin*.

Turn to page 15 in your book.

Look at the illustration of Anthony helping his uncle decorate eggs. He and his uncle are continuing a Ukrainian Easter tradition. You can participate in creating beautiful eggs just like Anthony, “Ukrainian-style.”

You have learned how to read a map in other modules. A Ukrainian Easter egg is like that. You can “read” it to find out what it says. The lines and shapes on the eggs all mean something. Even the colours are **symbolic**. That means the colours have special meanings too.



Lines that circle the egg stand for the circle of life.

Read and discuss each of the symbols and their meanings with the student.

Lines and shapes have meanings too.



**Rose**  
love and caring



**Star or Sun**  
good luck



**Rooster or Chicken**  
"May your wish  
come true."



**Deer or Horse**  
good health



**Ram or Lion**  
strength



**Poppies**  
joy and beauty

Colours have meaning too.

yellow—light and happiness

red—love and joy

green—new life and hope

purple—trust

blue—the sky and good health

black—going on forever

brown—strength



Use the egg template in the Appendix. Cut out the egg and have the student trace it several times on paper. After cutting the eggs out, the student can then draw and colour designs on them using the designs and colours suggested.

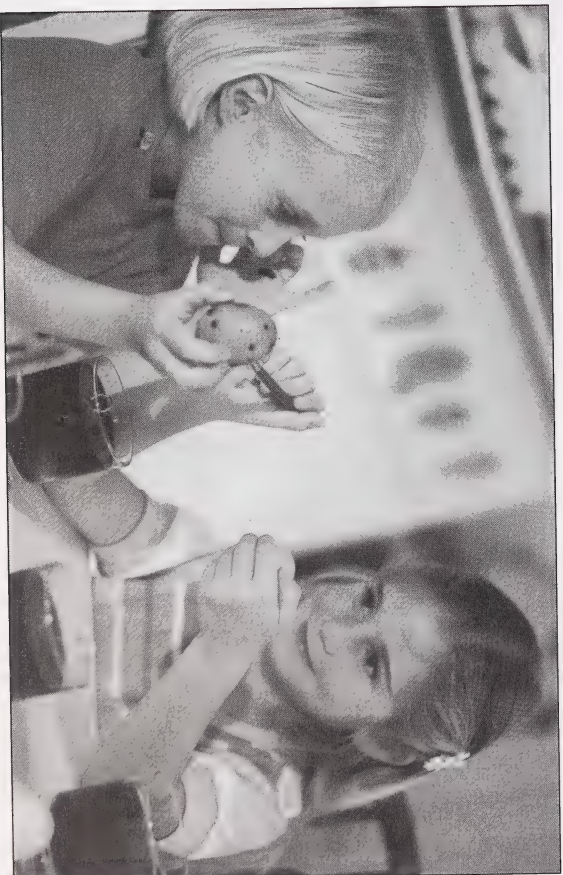
Can you think of some interesting designs?

Circle **Yes** or **No**. Make several eggs. Hang them from a twig-type tree or display them in a basket in your home. It's a cheerful way to welcome spring!

Choose an egg to send to your teacher.



You will send a decorated Easter egg to your teacher on Day 9.



You can visit a website to learn more about this tradition. Use a search engine, such as **<http://www.altavista.com>**, and search for Ukrainian Easter Eggs.



### Enrichment (optional)

If you have time, you may want to do an extra activity.

### Looking Back

Has your writing improved since the beginning of the year? If you keep practising, do you think you will get better? Why?

Name some other things you can do better now than before.

Were you happy with the way your Easter egg designs turned out? Why or why not? If not, what could you do to make them better?

Do you enjoy creating new designs? Why or why not?

**Module 7A: Participate and Be Active**

Refer to the Home Instructor's Guide for more information about this activity.

Turn to Assignment Booklet 7A and complete Day 7: Learning Log. Have the student include his or her comments.





## Story Time

Relax and enjoy the story!

## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Play “Pop Goes the Weasel.” Ask family members to sing along with you. Play the bouncing ball game.
- Read “It’s a Tradition!”
- Show the chart with words that need capital letters. Tell why the words need capital letters.
- Show your Ukrainian Easter egg designs. Explain what the symbols mean.



## Day 8: A Chinese Tradition in Canada

You learned about heritage traditions that people still continue and participate in here in Canada. Today you will read about another one. It's Chinese, it's fun, and it tastes good too!





## Calendar Time

Follow the daily procedure.



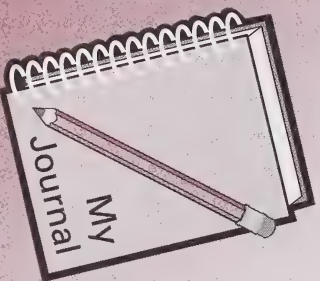
Work on *Module 7: Day 8*.

## Journal Time



Take out your journal. Turn to the **Personal Writing** section.

Assist the student with selecting a topic as needed.



Take a few minutes to think about what you would like to write about. You might want to write about your friends, your family, an event, or your thoughts and feelings about something.

Use your *Collections Writing Dictionary* if you need help spelling a word.

Remember to print today's date at the top of the page.

## Chinese Cookies



Take out the book *Making Fortune Cookies*.

Look at the cover of *Making Fortune Cookies*. Where are the children? What are they doing? Look through the book at the pictures. What do you think the book will be about? What are you going to learn?



Ask the student to read the title and discuss the cover of the book. Have the student answer the questions orally.

Who is the author of *Making Fortune Cookies*?

---

Tell the student to print the name of the author and photographer on the lines.

The author is *Lillian Blakey*.

Who is the photographer?

---

The photographer is *Ray Boudreau*.



Have the student read the pages indicated and answer the questions orally. With the student, look at and discuss the pictures on each page.



Read page 2 aloud.

How do you think the fortunes get inside fortune cookies?

Read page 4 aloud. What do you think Ah-mah might mean?

Read to page 9. Can you read the fortunes Mei and Ming wrote on page 9? See how many of them you can read.

Read to page 17. What do you think could happen if you mixed up the order of the steps in the recipe?

Read to the end of the book.

What do you think *Kung Hey Fat Choy* could mean?

How do Mei, Ming, and their grandmother feel about making fortune cookies? How do you know?

Listen as your home instructor reads about the book and the author.

Read the book silently.

## New Words

The following words are from the story *Making Fortune Cookies*. Read them to your home instructor.

cookies

inside

luck

recipe

baking

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart.

Read the inside back cover to the student. Discuss what the author wrote. Point out the silk fabric from China on the cover.

Listen to each word as the student says it aloud. Correct the student if needed.



Check that the words are listed alphabetically.

Have the student print the answers on the lines using the new words from the story. The answers are *bake*; any two of *lock*, *lick*, *lack*; *recipe*; *inside*; and *cook*.

Print the new words in alphabetical order.

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Print the answers to the following on the lines.

This is the base word of **baking**. \_\_\_\_\_

Change the vowel in **luck** to make two new words.

---

---

You need this when you want to bake or cook something.

---

The antonym of **outside**. \_\_\_\_\_

The base word of **cookies**. \_\_\_\_\_



Take out five white index cards.

Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.



Complete Day 8: Assignment 9 in your Assignment Booklet.

## Writing Fortunes



Take out unlined paper.

Think of five fortunes. Write them on the paper. Cut them out into strips when you are done. Save them for later to give to friends or family members.

If there are any other words from the booklet *Making Fortune Cookies* that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.

Brainstorm ideas for fortunes with the student. After the student writes them, check the spelling together. Encourage the student to use his or her *Collections Writing Dictionary* when writing.





Remember to check your Writing Dictionary if you need help with spelling.

You will have fun today.



### Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



### Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

## Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

## Fun with Phonics

The following words are from the selection *Making Fortune Cookies*. Read them aloud.

first    water    mixture    stir    burn

Using green, circle the vowels followed by **r**.

You're going to write other words that have the letters **ir**, **er**, and **ur** in them. Your home instructor will dictate some sentences. Print the sentences on the lines on the next page. Circle in brown the words with the letters **ir**. Circle in blue the words with the letters **er**. Circle in purple the words with the letters **ur**.

Refer to the Home Instructor's Guide for more information about this activity.

First review the rule for the letter *r* after a vowel: An *r* after a vowel makes the vowel have a sound that is different from the usual short or long vowel sound, as in *chirp*, *ever*, and *fur*.



Have the student write the sentences you dictate containing words with the letters *lr*, *er*, and *ur*.

Refer to the Home Instructor's Guide for the dictation sentences.

Check the spelling, punctuation, and circled words afterward with the student. The words containing the letters *lr*, *er*, and *ur* are *shirt*, *girl*, *river*, *summer*, *purple*, and *turn*.

Have the student answer the questions orally. Provide the student with several plastic straws, modelling clay, and a tub of water. Have the student write what happened after each exploration.

1.

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2.

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3.

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4.

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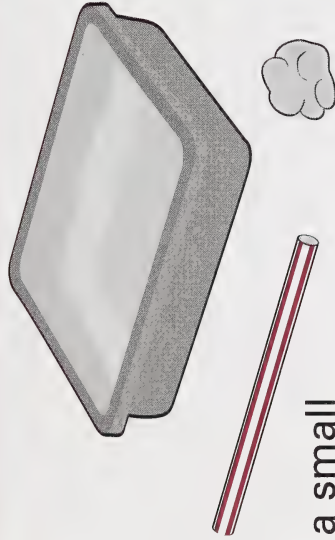
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## Straw Magic

Do you think a straw is a floater or a sinker? Put the straw on the water in the tub to find out. What happened? Record the results in the following chart.

Now tilt the straw under water so that it fills up with water. Let it go. What happens now? Record the results in the chart.



You can make the straw stand upright in the water. How? Take a small piece of modelling clay and add it to the straw in different spots until it stands upright. Did you get it to stand upright? Record the results in the chart.

Do not tell the student to place the modelling clay on one end of the straw. Allow the student to explore and discover how to make the straw stand upright on his or her own.

The Straw in Water	This Is What Happened
straw full of air	
straw full of water	
straw with the modelling clay	



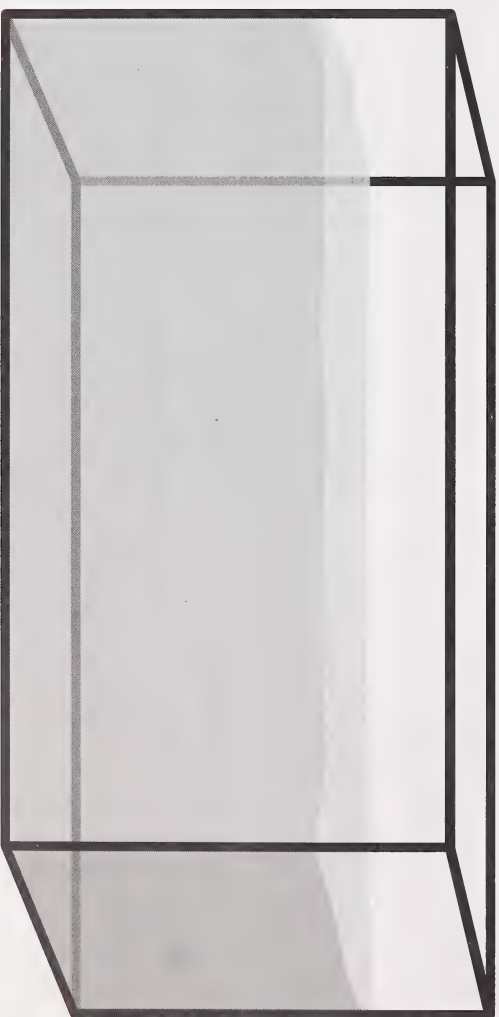
Discuss what the student learned and have him or her write about it on the lines.

Guide the student to see and say that the straw with more modelling clay on the end of the straw makes it float lower in the water.

What did you learn? \_\_\_\_\_

Place a larger piece of modelling clay on the end of another straw and put it in the water. What happens? Put the other straw in the water and compare the two.

Draw pictures of the two straws in the water in the following tank.





## Enrichment (optional)

If you have time, you may want to do an extra activity.

## Looking Back

What new tradition did you learn about today?

Are you going to make the fortune cookies? Why or why not?

Were you surprised how the straw changed from floating to sinking to sitting upright? Why?

Have your ideas about buoyancy (how objects float) changed? How?



Refer to the Home Instructor's Guide for more information about this activity.

Turn to Assignment Booklet 7A and complete Day 8: Learning Log. Have the student include his or her comments.



## Story Time

Relax and enjoy the story!

## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read *Making Fortune Cookies*.
- Show how to make a straw "sit" in water.
- Give out the fortunes you wrote. Have family members read them aloud.



## Day 9: Time to Play!

Do you like to play games? Today you'll read about some games and how they got started. They may be games you already play. And you'll learn a new game to play with your hands.





## Calendar Time

Follow the daily procedure.



Work on Module 7: Day 9.

## Music and Movement



Here's a rhythm game you can play with your hands. It's called "Hand Jive."

Locate "Hand Jive" on *Music and Movement in the Classroom* CD #1. Play the recording. Lead the student in clapping accents and rhythm patterns as directed by the recording. Play the recording several times until the student can echo the patterns in the second half of the song effortlessly.

Listen carefully to the instructions in the song. Clap to the rhythm. Have fun playing this game!



## Traditional Games

People have favourite games they played as children. Listen as your home instructor describes a game he or she played as a child. Do you know it?



Take out the book *Let the Feast Begin*.

Turn to the Contents page. Find the selection “It’s Your Turn.” What kind of text is it? What do you think it might be about?

Turn to page 17. Read the title aloud. Look through the report. What kinds of games do you see in the illustrations?

10	
8	9
7	
4	6
3	5
1	2
start	

Do you know what game is played on this pattern?

Think of a game you enjoyed as a child. Introduce it with some personal information, such as who you played it with and how you learned the game. Write the rules for it on the board. If you have any of the books suggested for this day from the Home Instructor’s Guide, have the student look through them now.

Have the student answer orally. Have the student scan the pages of the selection to confirm his or her ideas about it. Discuss the format: the story of the game is on the left-hand side and the rules for it are on the right-hand side of the pages.



Have the student print the answer on the lines.

The author is *Stacy Mackie*.

The illustrator is *Dusan Petricic*.

Read pages 17 and 18 aloud to the student as he or she follows along. Talk about the history of the game and new vocabulary and information. Have the student read page 19, the rules of the game aloud, using the illustrations to understand how the game is played. Ask the student to tell you how the game is played in his or her own words to check the student's understanding. Follow the same procedure for the other two games.



Who is the author of "It's Your Turn"?

---

Who is the illustrator?

---

Follow along as your home instructor reads pages 17 and 18 aloud.

How are all hopscotch games alike? Do you play hopscotch? If you do, how do you play it? Read page 19 aloud.

Follow along as your home instructor reads page 20 aloud.

How did the game marbles get its name? Have you ever played bridge?

Read page 21 aloud.

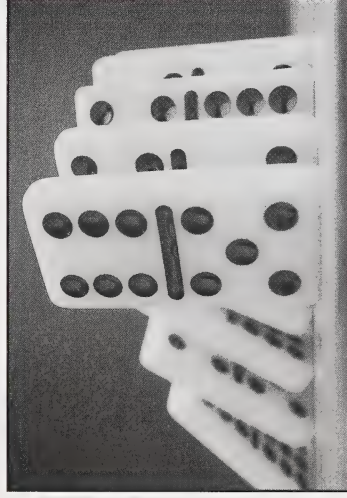
Follow along as your home instructor reads page 22 aloud.

What are some of the materials dominoes have been made of? What are players trying to do in dominoes? Read page 23 aloud.

## Talk About the Report

How many years have these games been played? Why are some children dressed differently in the illustrations for each game? Why are there different ways of playing the same game? Why do you think these games are still being played today?

Read “It’s Your Turn” aloud.



Have the student answer the questions orally.

Tell the student to look at the pictures and to read as much of the text as he or she can. Work with the student as needed to help with the reading.



Read the questions with the student. The student may choose to answer one or more of them in the journal. Have the student draw him- or herself playing a game.

## Journal Time



Take out your journal. Turn to the Reading Response section.

Which of the three games written about in “It’s Your Turn” do you find most interesting? Why?

What are some of your favourite games? Who do you play them with? How did you learn them?

Write your response in your journal. Draw a picture under your journal entry of yourself playing one of your favourite games.

Remember to print today’s date at the top of the page.



## New Words

These words are from the report "It's Your Turn." Read them to your home instructor.

children

where

player

years

Remember, if you have a hard time saying a word and remembering it, use the strategies from the **Learning New Words** chart.

Print the new words in alphabetical order.

---

---



Check that the words are listed alphabetically.



Have the student print the answers on the lines using the new words from the story. The answers are *play*; *children*; *wh*, any two words that begin with *wh*, such as *when*, *why*, *who*, *what*, *white*; *gear*, *ear*, or *ears*.

Print the answers to the following on the lines.

The base word of **player** is \_\_\_\_\_.

This is a synonym for **kids**. \_\_\_\_\_

The consonant digraph in **where** is \_\_\_\_\_.

Print two other words that begin with the consonant digraph **wh**. \_\_\_\_\_

Two little words in **years** are \_\_\_\_\_ and \_\_\_\_\_.



Take out four white index cards.

Print the four new words on the index cards. Put the cards on your Word Wall.

If there are any other words from the selection "It's Your Turn" that the student would like to add to the Word Wall, have him or her print them on white index cards and tape them on the Word Wall now.



Take out your *Collections Writing Dictionary*.

Print the four new words in your dictionary.



Complete Day 9: Assignment 10 in your Assignment Booklet.

## My Favourite Game



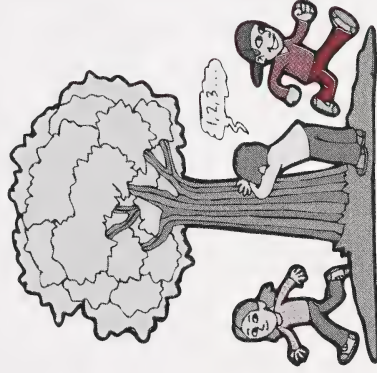
Take out unlined paper.

What is a favourite game you like to play? Draw yourself and one or more of your friends playing that game. Give your drawing a title that tells what you are doing.



You will send your drawing to your teacher at the end of the day.

## Playing Hide and Seek







## Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



## Silent Reading

Enjoy your reading time.

## Fun with Phonics

The following words are from the book *Let the Feast Begin*.  
Read them aloud.

she'll      you'll      we'll

These contractions are made using **will**. Which letters are left out? \_\_\_\_\_

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.

First review the definition of a contraction: a short way of writing two words by leaving out one or more letters. An apostrophe (') is used to show where something is left out, as in *she'll* and *I'll*. The *w* and the *i* are left out.

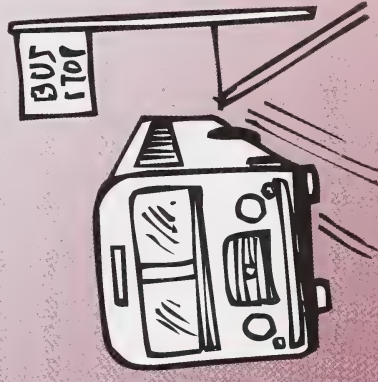
You're going to write other words with a contraction of **will**. Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in green the words with a contraction of **will**.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Refer to the Home Instructor's Guide for the dictation sentences.

Have the student write the sentences you dictate containing words with a contraction of *will*.

Check the spelling, punctuation, and circled words afterward with the student. The words with a contraction of *will* are *We'll*, *she'll*, *They'll*, and *he'll*.



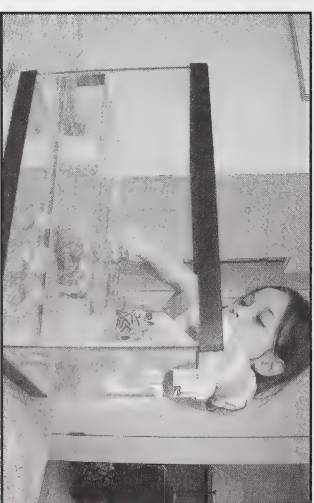


## This Boat Floats

You're going to design a boat that will carry a load. First you need to make a boat that floats.

Do you think a ball of modelling clay will float in a tub of water? Try it.

Did the ball of modelling clay float? Circle **Yes** or **No**.



Change the shape of three pieces of modelling clay so that they float. Make three different shapes and sizes.

When you are done, test your designs in the water.

Provide the student with a tub of water and modelling clay. Have the student make three same-sized balls of modelling clay float. All that should change is the shape.

Record your results in the following chart.

Draw the shape and design of each boat.	What happened? Did the boat float, float and then sink, or sink right away?
1.	
2.	
3.	



Discuss the results of the experiment with the student. Have the student answer the questions orally.

Have the student write the response on the lines.

The boat may be easier to make if you roll out the modelling clay first with a rolling pin. Provide the student with four sets of weights, such as washers, keys, marbles, pennies, and paper clips. On the following chart, the student predicts then records the number of items the boat can carry (loading capacity) before capsizing.



What did you find out? Are there certain designs that float better than others? Which ones? How deep in the water did the boats float? What did the boats that didn't float have in common? What did the boats that did float have in common?

Boats float well when \_\_\_\_\_

In the box draw what your next boat will look like now that you know what makes a good floating design.

## How Much Can It Carry?

Make the boat you just designed and drew. Make it out of modelling clay. Test how much the boat can carry.

Write the cargo (set of items) you will use in each test in the first column of the chart. In the second column, predict how many items the boat can carry before it capsizes. Record the results in the third column.

Name of Cargo	Prediction	Observation





Discuss the results of the experiment with the student. Ask the following questions:

- Does the weight of the cargo affect how many objects the boat can carry? (Yes, the boat can hold more paper clips than pennies.)
- Does the placement of the cargo affect the boat capsizing? (Yes, putting all the cargo in the middle will make it sink quicker than distributing it evenly.)
- How does the shape of the boat affect its ability to remain afloat?

Turn to Assignment Booklet 7A and complete Day 9: Learning Log. Have the student include his or her comments.



Complete Day 9: Assignment 11 in your Assignment Booklet.

## Looking Back

What did you like about today's Music and Movement activity?

Was it easy or difficult to follow the rhythm pattern? Why?

What new things did you learn about games?

Which ones would you like to try? Why?

Name two things you learned about boats.

## Story Time

Relax and enjoy the story!

## Sharing Time

Choose one of the following activities you did today that you would like to share with a friend or family member:

- Read pages 17, 18, and 19 of "It's Your Turn".
- Ask about games older family members played when they were children.
- Show the boats you made.
- Show the experiment. Have family members predict the loading capacities of the boats and then test the boats.

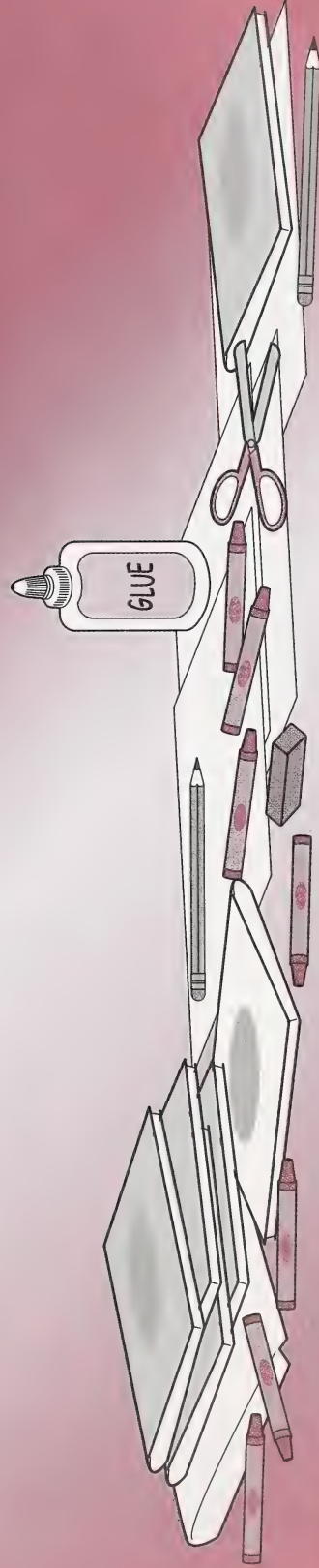






# Appendix

## Image Credits Cut-out Learning Aids





**Cover**

EyeWire Collection/Getty Images

**Title Page**

EyeWire Collection/Getty Images

**Welcome Page**

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**Contents**

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**Page**

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2	<b>both:</b> RubberBall Productions/Getty Images	51	PhotoDisc Collection/Getty Images
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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday











